ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

JULY 29, 2016

ARKANSAS HIGHER EDUCATION COORDINATING BOARD

REGULAR QUARTERLY MEETING

Arkansas Department of Higher Education
Five Main Place Building
423 Main Street
Little Rock, AR 72201

SCHEDULE

Friday, July 29, 2016

Call to Order at 8:30 a.m.

Pledge of Allegiance

Moment of Silence

Committee Meetings

Convene Coordinating Board Meeting

Coordinating Board Meeting will convene at the end of the
Academic Committee meeting.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
REGULAR QUARTERLY MEETING

Friday, July 29, 2016

Arkansas Department of Higher Education

AGENDA

I. EXECUTIVE

  *1.   Approve Minutes of the April 22 Regular Meeting, May 5, 2016 Special Meeting and May 26, 2016 Special Meeting

  2.   Agency Updates (Dr. Brett Powell)

  3.   Report on 2015 Fall College-Going Rate (Dr. Marla Strecker)

  *4.   Closing the Gap 2020 Implementation Plan (Dr. Powell)

  *5.   Outcomes Based Funding (OBF) Model (Dr. Powell and Ms. Tara Smith)

II. FINANCE

  *6.   Operating Recommendations for 2017 – 19 Biennium (Ms. Smith)

  *7.   Personal Services Recommendations for Non-Classified Personnel (Ms. Smith)

  *8.   Recommendations for State Funding of Capital Projects: 2017 – 19 Biennium (Ms. Smith)

  *9.   Certification of Intercollegiate Athletic Budgets for 2016 – 17 (Mr. Jake Eddington)

III. ACADEMIC

  *10.   New Program: Arkansas State University - Jonesboro
Certificate of Proficiency in Emergency Medical Technician – Basic
Technical Certificate in Paramedic
Associate of Applied Science in Paramedic (Ms. Ann Clemmer)

*Action item

*Action item

FINANCE COMMITTEE
Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
Boardroom
Friday, July 29, 2016
8:30 a.m.

<u>Finance Committee</u>
Greg Revels, Chair   Sherrel Johnson
Dr. Charles Allen   Sam Sicard
Chris Gilliam   Jim von Gremp
                                      Bob Crafton, Ex officio

AGENDA

*6.   Operating Recommendations for 2017 – 19 Biennium (Ms. Tara Smith)

*7.   Personal Services Recommendations for Non-Classified Personnel (Ms. Smith)

*8.   Recommendations for State Funding of Capital Projects: 2017 – 19 Biennium (Ms. Smith)

*9.   Certification of Intercollegiate Athletic Budgets for 2016 – 17 (Mr. Jake Eddington)

*Numbers refer to main agenda.

ACADEMIC COMMITTEE
Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
Boardroom
Friday, July 29, 2016

<u>Academic Committee</u>
Dr. Olin Cook, Chair   Ben Pickard
Dr. Jim Carr   Dr. Michael Stanton
Florine Milligan   Bob Crafton, Ex officio

CONSENT AGENDA

*10.   New Program: Arkansas State University - Jonesboro
        Certificate of Proficiency in Emergency Medical Technician – Basic
        Technical Certificate in Paramedic
        Associate of Applied Science in Paramedic (Ms. Ann Clemmer)

*11.   New Program: Arkansas State University
        Graduate Certificate in Play Therapy (Ms. Clemmer)

*12.   Institutional Certification Advisory Committee: Resolutions (Ms. Alana Boles)

 13.   Letters of Notification (Ms. Lillian Williams)

 14.   Letters of Intent (Ms. Williams)

*Numbers refer to main agenda.

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Regular Quarterly Meeting
April 22, 2016

Minutes of Meeting

The April 22, 2016, regular meeting of the Arkansas Higher Education Coordinating Board (AHECB) was held at National Park College in Hot Springs. Chairman Crafton called the meeting to order at 8:30 a.m. with a quorum present.

Coordinating Board present:	Coordinating Board absent:
Bob Crafton, Chair	Dr. Charles Allen
Sherrel Johnson, Vice Chair	Sam Sicard
Chris Gilliam, Secretary	Dr. Michael Stanton
Dr. Jim Carr	
Dr. Olin Cook	
Florine Milligan	
Ben Pickard	
Greg Revels	
Jim von Gremp	

Department staff present:
Dr. Brett Powell, Director
Harold Criswell, Senior Associate Director of Administration and Finance
Ann Clemmer, Senior Associate Director for Academic Affairs
Tara Smith, Senior Associate Director for Institutional Finance
Dr. Marla Strecker, Senior Associate Director for Institutional Research
Lillian Williams, Program Specialist for Academic Affairs
Jeanne Jones, Program Specialist for Academic Affairs
Alana Boles, Program Specialist for Academic Affairs
Nichole Abernathy, Executive Assistant

Presidents, chancellors, institutional representatives, members of the press, and guests were also present.

The meeting began with the invocation by Dr. Jim Carr. Chairman Crafton then asked everyone to remain standing for the Pledge of Allegiance.

Next, Chairman Crafton introduced President of National Park College (NPC) Dr. John Hogan, for a welcome. Dr. Hogan began by thanking everyone for coming to NPC. He then reflected on a recent Student Government meeting where the students were talking about the state of higher education and how they could attract more students and get them to be successful. Hogan said that some of that thinking led to the resolution that was presented to Director Powell at the reception the previous night. The resolution was designed to show the students' appreciation of the efforts of the Coordinating Board and ADHE staff. Hogan said

the Student Government meeting and resolution were very emotional because two weeks prior, former NPC President Tom Spencer passed away. Spencer, the second president at NPC, was a very strong advocate for students and student success.

Chairman Crafton thanked Dr. Hogan for his welcome.

Agenda Item No. 1
Approval of Minutes

Dr. Jim Carr moved to approve Agenda Item No. 1. Ben Pickard seconded the motion and the Board unanimously approved.

Agenda Item No. 2
Agency Updates

Dr. Brett Powell began by thanking Dr. Hogan and National Park College (NPC) for hosting a wonderful meeting and giving the board and ADHE the opportunity to better understand the unique nature of each institution.

Institutional Leadership Changes

Powell announced that Dr. Steve Rook will begin on June 1 as the new president for the College of the Ouachitas and Dr. Ben Sells will also begin on June 1 as the new president for Ouachita Baptist University.

Higher Ed Insights

Next, Powell presented his next blog entry, No Longer an Exclusive Club, where he discussed the success of the Arkansas Career Pathways Initiative (CPI) and how they have significantly increased educational outcomes and achievement for low-income participants. He explained that studies have shown that students that participate in the CPI program, graduate at twice the rate as students that just attend two-year institutions. Funding limitations are the main reasons that we can't offer the same resources that CPI does. It would take an additional two-thousand dollars per student.

Florine Milligan said that she realizes funding is designated for specific categories; however, is it possible to redirect the funding that is allocated for retention and graduation rates to CPI since that program is so successful. By doing so, you would further increase retention and graduation rates.

Powell said the CPI program is funded by federal dollars. The funds are distributed to ADHE through the Department of Workforce Services (DWS) and then dispersed to the institutions. These funds are specifically geared towards retention and graduation for those students, said Powell.

Governor's Distinguished Scholars

Due to the record number of qualified Governor's Distinguished Scholarship recipients, we will be requesting $2,000,000 from General Improvement Funds for the coming Fiscal Year. We had 613 students qualified for scholarships, which will pay up to $10,000 per year for tuition, mandatory fees, room and board at any approved Arkansas college or university and is renewable for up to four years. This was up from last year's qualifiers of 598 students. This past year we awarded 601 students of which 491 accepted. Currently for FY17 we have awarded 613 students. We anticipate the number of students that accept to be over 500 for the coming year. To be eligible, a student must have either a minimum ACT composite score of 32, or minimum SAT composite score of 1410, along with a 3.50 academic grade point average, or be selected as a National Achievement Finalist or National Merit Finalist.

Dr. Jim Carr expressed amazement at the number of Arkansas students that scored a 32 or higher on the ACT or a 1400 SAT score. For a state as small as Arkansas, that's a lot of students, he said.

Powell agreed stating it is a significant number of highly qualified students.

Fiscal Session Update

Arkansas Works passed through the Senate and has been signed by the Governor. With that hurdle crossed, the session is anticipated to end on May 27, said Powell.

The Governor's proposed budget is flat funding for all of the institutions. That means another year with the institutions receiving the same amount they received last year. Most would consider that a victory, said Powell. Once the revenue stabilization act is passed, we will know exactly where we are.

Closing the Gap 2020 Work Groups

The Master Plan working groups have been diligently working to address what initiatives can be implemented or considered to help reach the objectives in the master plan. Most of the groups are working towards a short term implementation strategies report that will be ready by the end of April. Then they will work on a more comprehensive report.

Outcomes-based Funding Model

We are working on an outcomes-based funding model that will replace both our needs based and performance based models, said Powell. The outcomes-based model will align some of the state goals that we've adopted around adult attainment, equity gaps and improving graduation rates. This will change the focus from inputs (the enrollment of students), to outcomes (students who reach their educational goal). It's also about seeking funding based on the results that

institutions are able to achieve. I believe that you will see that institutions are achieving more despite that fact that enrollment is declining, said Powell.

Greg Revels asked if the board would have the opportunity to see the model before they have to approve it. Powell said absolutely.

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Agenda Item No. 3
Annual Report on Credentials Awarded

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Dr. Marla Strecker presented summary and detailed information about credentials awarded. Figures shown to the board show a steady growth of credentials with over 41,000 awarded in AY2015. The greatest 5-year percentage increase was exhibited by the private/independent institutions with 17.4%, representing an increase of 507 credentials. Credentials range from certificates of proficiency to doctoral degrees and students may obtain more than one credential over the course of an educational career, explained Strecker.

Greg Revels commented that the reverse transfer agreement doesn't appear to have helped the number of credentials awarded.

Ben Pickard said there appears to be a drop in the enrollment and credentials in nursing programs. Powell said that this report only shows the nursing schools and not the individual nursing programs.

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Agenda Item No. 4
Annual Report on Student Retention
and Graduation

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The one-year retention rate for students who first enrolled in Fall 2015 is 66.5%, up from 65.2% the year prior. Figures shown that while "home" institution retention dropped from 66.5 percent to 18.4 percent over a 4-year period, the "away" retention increased from 6.8 percent to 10.7 percent. This indicates that a significant number of students are retained in college, but at a different institution. The new ADHE Annual Graduation Rates also provides information on students graduating at the home or transfer institution and continued enrollment at the home or transfer institution along with drop-out rates. Success is indicated by either graduating or being still enrolled at any Arkansas institution.

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Agenda Item No. 5
Annual Report on Retention and Graduation
of Intercollegiate Athletes

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This report is produced from data submissions through the Arkansas Higher Education Information System for first-time, full-time, degree-seeking student athletes participating in football, basketball (men's and women's), cross country/track programs and other sports programs.

Dr. Strecker reported that in Academic Year 2015, 3226 students participated in athletics at 12 Arkansas institutions. In AY2014 there were 3,037 students participating in athletics, an increase of 189 students. She noted that ten sports were included in the athletics reporting. Strecker reported that football has the most participants, followed by track, baseball and other.

Dr. Strecker said that in future reports she looked forward to using more user friendly charts.

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Agenda Item No. 6
Annual Report on Productivity of
Recently Approved Programs

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Degree productivity of certificate and associate degree programs approved by the Coordinating Board in 2012-13 (after three years) and baccalaureate and graduate degree programs approved by the Coordinating Board in 2010-2011 (after five years) was presented to the Coordinating Board. Jeanne Jones stated that of the 107 active degree programs at Arkansas's public institutions, 58 are on track to meet viability standards.

Sherrel Johnson commented that in 2012 about 70 percent of programs met productivity standards and in 2010 it was about 50 percent. Jeanne Jones explained that associate and certificate programs have a three-year period for productivity and a bachelorette and above, receive five years.

Jim von Gremp asked if the numbers increased as the years go by. Jones said most of them will. However, some we will ask the school to delete or remove because they don't meet productivity standards.

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Agenda Item No. 7
Funding Formulas for the 2017-19 Biennium

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The funding formula presented by the Arkansas Department of Higher Education (ADHE) in conformity with A.C.A. § 6-61-224 was developed in collaboration with the state's college and university presidents and chancellors. Each biennium the ADHE staff, in collaboration with the presidents and chancellors of the institutions, review and revise the funding models for the determination of the Arkansas Higher Education Coordinating Board (AHECB) appropriation recommendations for the institutions of higher education.

This agenda item presents the needs-based formula elements for approval. At the July meeting of the AHECB, an agenda item will be presented that will detail the total amount generated by the needs-based and outcome-centered components formula for the universities, two-year colleges, technical institutes and the justification amounts for the non-formula entities.

     RESOLVED, That the Arkansas Higher Education Coordinating Board
     adopts the funding policies described in this agenda item to be used
     by the institutions and Department in preparing appropriation requests
     for the 2017-19 biennium.

There were no questions.

Sherrel Johnson moved to recommend the approval of Agenda Item No. 7 to the full Board. Jim von Gremp seconded and the Committee approved.

Agenda Item No. 8
Performance Funding Outcomes

Act 1203 of 2011 repealed Arkansas Code § 6-61-223 and amended §6-61-224, §6-61-228, §6-61-229, and §6-61-230. The act directed the Department of Higher Education to develop an outcome-centered component of the funding formula for colleges and universities by December 31, 2011. The Department of Higher Education, in conjunction with the presidents, chancellors and key staff at the universities and colleges and the Executive Director and key staff at the Arkansas Community Colleges (ACC), developed the outcome-centered component of the funding formula that was approved by the Arkansas Higher Education Coordinating Board on December 2, 2011. The funding recommendations are now based on the need component of student enrollment and the output components of student success and other performance measures. The proportion of the funding recommendation begins with five percent based on outcome-centered measures in 2013-14, increasing by five percent each year to reach 25 percent in 2017-18. In addition, A.C.A. § 6-61-233 states that the implementation of the funding component of the outcome-centered formula shall not progress beyond the 2014-2015 school year until such time as the Department of Higher Education determines that all institutions are funded at the minimum standard of equity defined as seventy-five percent (75%) of needed state funding, as determined by the needs-based component of the funding formula models.

Sherrel Johnson asked what happens to an institutions base funds if they score below a six (6). Tara Smith explained that the first year an institution scores below a six (6), they have the ability to submit an improvement plan. ADHE will review the plan and determine if they can request up to the amount that they were going to lose under the model. If an institution scores below that minimum score for the second year, those funds would be lost for that one year and other institutions would be able to submit competitive grants to make use of those funds. It is just a one-time loss. Each institution will go back up to their base funding the next year, said Smith.

Greg Revels asked if the University of Arkansas at Monticello (UAM) submitted a plan last year, after scoring below a six (6). Smith said, yes, they did. They also scored above six (6) this year, getting to keep their funds. Smith said they do have

to report back to ADHE by June 30. Therefore, she will have an update for the board by the July 29 meeting.

Chris Gilliam asked how many institutions received the maximum score of ten (10). Smith said that four (4) universities and seven (7) colleges received a perfect score.

Chris Gilliam moved to recommend the approval of Agenda Item No. 8 to the full Board. Jim von Gremp seconded and the Committee approved.

Agenda Item No. 9
Distribution of Mineral Lease Funds

According to the provisions of A.C.A. §6-61-801 through §6-61-808, there is established the Arkansas Research Development Program for providing Arkansas Research Development Program Grants to publicly-supported universities in Arkansas by the Department of Higher Education. Act 104 of 2014 provides that after the sum of $13,200,000 has been deposited into the Higher Education Building Maintenance Fund, any additional deposits are to be transferred to the Research Development Fund to be used as provided by law.

The floor for the Research Development Fund was reached in September 2006, and statute requires that the funds be disbursed by the Director of the Department of Higher Education in accordance with the recommendation of the Arkansas Higher Education Coordinating Board after review by Legislative Council.

> **RESOLVED**, That after review by the Legislative Council, the Director of the Arkansas Department of Higher Education is authorized to distribute up to $750,000 from the Higher Education Research Development Fund to the University of Arkansas, Fayetteville for continuing personal services and operating expenses related to ARE-ON.

Sherrel Johnson asked if ADHE could calculate how much income the mineral lease funds have generated over the past few years. Smith said staff would gather that information.

Chairman Crafton asked if all of the institutions are eligible to use ARE-On. Smith said that all of the institutions that want to be connected, are connected.

Jim von Gremp moved to recommend the approval of Agenda Item No. 9 to the full Board. Chris Gilliam seconded and the Committee approved.

Agenda Item No. 10
Associate in Applied Science in Criminal Justice
Phillips Community College of the University of Arkansas

The Associate of Applied Science (AAS) in Criminal Justice is a 60-61 credit hour program that provides students with an in-depth study of criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Graduates will have the skills to work in a variety of law enforcement, corrections, and security occupations. Some of the employment opportunities are as police officers, deputy sheriffs, county detention officers, state troopers, probation/parole officers, correctional officers, loss prevention specialists, and airport security. Completers who would like a baccalaureate degree can apply to online baccalaureate degrees in Criminal Justice at the University of Arkansas Fort Smith and the University of Arkansas System eVersity.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Criminal Justice (CIP 43.0104; 60-61 credit hours) offered by Phillips Community College of the University of Arkansas, effective Fall 2016.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the Phillips Community College of the University of Arkansas of the approval.

Dr. Olin Cook commented that eVersity has a criminal justice program also. Lillian Williams said that is correct.

Agenda Item No. 11
Associate in Applied Science in Physical Therapy Assistant
Cossatot Community College of the University of Arkansas

The proposed 77 credit hour Associate of Applied Science in Physical Therapy Assistant (PTA) program prepares students, under the supervision of a physical therapist, to implement physical therapy treatment care plans, train patients, conduct treatment interventions, use equipment, and observe and record patient progress. The program of study includes instruction in applied anatomy and physiology, applied kinesiology, principles and procedures of physical therapy, basic neurology and orthopedics, physical therapy modalities, documentation skills, psychosocial aspects of health care, wound and injury care, electrotherapy, working with orthotics and prostheses, and personal and professional ethics. The proposed PTA program will be at the Little River Campus in Ashdown where Cossatot's Occupational Therapy Assistant program is located.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Applied Science in Physical Therapy Assistant (CIP

51.0806; 77 credit hours) offered by Cossatot Community College of the University of Arkansas, effective Spring 2017.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the Cossatot Community College of the University of Arkansas of the approval. Program continuation is contingent on CCCUA meeting and maintaining program accreditation requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE).

There were no questions.

Agenda Item No. 12
Associate of Fine Arts in Arts
NorthWest Arkansas Community College

The Associate of Fine Arts (AFA) in Arts with concentrations in Visual Art, Creative Writing, Music, and Theatre is a 61 credit hour program that allows students to take general education coursework while pursuing fine arts. The four concentrations will focus on separate areas of fine arts. The Visual Art concentration will provide students with classes in art to build a strong foundation as studio artists. The Creative Writing concentration will provide a strong background and knowledge-base in the appreciation of literature to give students a comprehensive starting point in creative writing. The writing core will consist of American, British, and World Literature surveys and Imaginative Writing I and II, other genre-specific writing courses and a capstone portfolio course that emphasizes publication. The Music concentration will offer students discipline-specific courses, including series of courses in music theory, ensembles, applied study, and music history/literature. The goal of the music concentration is to direct students through a solid foundation in academic music courses that would enhance their ability to begin working in private teaching studios and performance venues. The Theatre concentration provides students with courses in performance, production, and dramatic writing. The theatre concentration will prepare graduates to work in theatres and performing arts organizations, or as theatre professionals.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Associate of Fine Arts in Arts with concentrations in Visual Art, Creative Writing, Music, and Theatre (CIP 50.0101; 61 credit hours) offered by NorthWest Arkansas Community College, effective Fall 2016.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of NorthWest Arkansas Community College of the approval.

There were no questions.

Agenda Item No. 13
Bachelor of Fine Arts in Graphic Design
University of Arkansas, Fayetteville

The Bachelor of Fine Arts in Graphic Design (also commonly known as Graphic Design, Visual Community Design, or Visual Communication) is a four-year professional degree program that prepares students to be proficient makers and problem seekers and solvers across a wide range of media, working to identify appropriate solutions for audience and context. Students will be exposed to a rigorous curriculum covering research, theory, critical thinking, professional practices, and conceptual idea-making. The proposed degree will focus on typography, interactivity, branding and design research. Graduates will be competitive for jobs, ranging from in-house design teams, starting their own businesses, boutique design studios, marketing firms, and entry into master's programs. Graduates will be prepared to work as graphic designers who work closely with architects, anthropologists, computer scientists, and others.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Bachelor of Fine Arts in Graphic Design (CIP 50.0401; 120 credit hours) offered by the University of Arkansas, Fayetteville, effective Fall 2016.

> **FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas, Fayetteville of the approval.

Dr. Olin Cook commented that this is a good example of what the future is coming to.

Agenda Item No. 14
Bachelor of Science in Computer Science Education
Arkansas Tech University

The Bachelor of Science in Computer Science Education is a 120 credit hour program designed to provide future educators with computer science licensure for grades 4-12.   The proposed program was developed in response to Governor Hutchinson's K12 Computer Science initiative whereby each high school in the state of Arkansas is required to offer at least one Computer Science course each year. This initiative should create a great demand for people who are qualified to teach Computer Science. The curriculum will provide students with the necessary content in computing principles and practices, as well as core courses from the Curriculum and Instruction Department to provide them the pedagogy. Furthermore, the curriculum is aligned to the Arkansas Computer Science competencies and the Arkansas Teaching Standards. The state competencies for

Computer Science educators are quite extensive and the proposed degree will specialize in this material. During the advising process, students will be encouraged to pursue Mathematics as a second area of licensure, especially since Mathematics is typically a teacher shortage area. However, placing flexibility for electives in the degree plan will allow students to pursue other areas for licensure. Students must also meet specific requirements for admission in the College of Education. Students are encouraged to maintain contact with the Office of Teacher Education and Support Services at Arkansas Tech to gain accurate information, guidance, and support to educator preparation candidates as they matriculate through degreed programs that lead to Arkansas educator licensure. Graduates of the proposed program will be prepared to teach Computer Science courses in the public school system.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Computer Science Education (CIP 13.1321; 120 credit hours) offered by Arkansas Tech University, effective Fall 2016.

> **FURTHER RESOLVED,** That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of Arkansas Tech University of the approval.

There were no questions.

Agenda Item No. 15
Bachelor of Science in Electrical Engineering Technology
University of Arkansas – Fort Smith

The proposed Bachelor of Science in Electrical Engineering Technology is a completer degree that will prepare graduates of the University of Arkansas – Fort Smith (UAFS) Associate of Applied Science in Electronics Technology for successful careers in the fields of electronics, control systems, robotics, energy, power, microprocessors, communications, and alternative energy. Departmental permission can be granted to other students who desire to be admitted to the proposed program. Graduates of the proposed program will be engineering technologists who can bridge the gap between scientific advancement and practical application to electrical devices and systems. The Bachelor of Science in Electrical Engineering Technology will be attractive to electronics students who desire to increase their marketability and skills thus increasing their career prospects. The curriculum will consist of seven required and one elective course that emphasizes analysis and design of wireless systems, microprocessors, integrated circuits, and modern electronics software infrastructures.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board approves the Bachelor of Science in Electrical Engineering Technology (CIP

15.0399; 120 credit hours) offered by the University of Arkansas – Fort Smith, effective Fall 2016.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Arkansas System, and the Chancellor of the University of Arkansas – Fort Smith of the approval.

There were no questions.

Agenda Item No. 16
Master of Science in Media Management
Arkansas State University

The Master of Science in Media Management is a 30 credit hour online program designed for communication professionals who would like to obtain an advanced degree which focuses on the many facets of multi-platform delivery of information using interpersonal communication, group communication, mass communication, and online communication. The degree prepares graduates for opportunities in organizational communication, public relations, advertising, broadcasting, journalism, and web communication. "Graduates of the proposed program will be enhanced by acquiring sound management skills and philosophies to lead in tomorrow's media with integrity, innovation, excellence and professionalism." Additionally, the curriculum is designed to provide graduates with knowledge of the laws and regulations of society to operate ethically and legally in the ever-changing media world. Arkansas State University (ASU) will employ the services of an external marketing firm to advertise the proposed program. Students must be admitted to ASU's Graduate School according to ASU policy.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Master of Science in Media Management (CIP 09.0702; 30 credit hours; 100% online) offered by Arkansas State University-Jonesboro, effective Fall 2016.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System and the Chancellor of Arkansas State University– Jonesboro of the approval.

There were no questions.

Agenda Item No. 17
Doctor of Occupational Therapy
University of Central Arkansas

The Doctor of Occupational Therapy (OTD) degree is comprised of 109 credit hours that will provide students with in-depth experience in clinical skills, research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development. The curriculum for the OTD degree is based on the accreditation standards of the Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE has been notified that UCA intends to seek approval for the OTD program. The OTD degree program is designed to develop leaders, advocates, researchers, and skilled practitioners competent in providing occupational therapy services to individuals and populations who are limited by physical or psychosocial situations that comprise independence and wellness. Graduates will be prepared to practice in a variety of service-delivery models, and to develop productive interpersonal and therapeutic relationships with clients, families, communities, populations, organizations, and other health and human-services professionals.

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Doctor of Occupational Therapy (CIP 51.2306; 109 credit hours) offered by the University of Central Arkansas, effective Fall 2017.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the University of Central Arkansas of the approval. Program continuation is contingent on the University of Central Arkansas obtaining and maintaining program accreditation with the Accreditation Council for Occupational Therapy Education (ACOTE).

Dr. Jim Carr noted that ASU has a similar program and asked if it was a doctorate. Lillian Williams said it is. She noted that ASU's program started in the Fall of 2015 with thirty students.

Carr asked if the demand for the program is so high that they need a second program. Williams said, yes. As the population grows, the need for occupational therapists grows.

Agenda Item No. 18
Institutional Certification Advisory Committee

Initial Program Certification-Distance Technology
RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board grants initial certification to the institutions listed on pages 1-4 to offer the specified degree programs to Arkansas residents for a period of three years through December 31, 2019.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the administration of said institutions that the certification of the degree programs requires the institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the institution; or (3) changes in the method of operation of the institution's programs in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of said institutions that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

> Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

American University, Washington, D.C.
Northeastern University, Boston, Massachusetts
University of Cincinnati, Cincinnati, Ohio
University of Wisconsin-Stout, Menomonie, Wisconsin
Western Governors University, Salt Lake City, Utah

New Institution – Arkansas Campus

Vincennes University, Vincennes, Indiana

New Institutions – Distance Technology

Berklee College of Music, Boston, Massachusetts
Bluff Cliff College, Alexandria, Louisiana
California University of Pennsylvania, California, Pennsylvania
Syracuse University, Syracuse, New York

Dr. Jim Carr moved to recommend the approval of Agenda Items No. 10 - 18 to the full Board. Florine Milligan seconded and the Committee approved.

Agenda Items No. 19 & 20
Letters of Notification and Letters of Intent

The Director of the Arkansas Department of Higher Education approved institutional requests for new programs not requiring Board action unless further review is requested by the Board. During this period, the Institutional Certification Advisory Committee received notice of requests from out-of-state institutions to

offer degree programs to Arkansas residents. The program notice lists appear in the Letters of Notification on pages 19-1 through 19-99 and in the Letters of Intent on pages 20-1 through 20-12 of the agenda book.

<center>Report of the Committees</center>

Greg Revels presented the report of the Finance Committee and moved approval of Agenda Items 7 – 9. Chris Gilliam seconded the motion and the Board approved.

Dr. Olin Cook presented the report of the Academic Committee and moved approval of Agenda Items 10 – 18. Ben Pickard seconded the motion and the Board approved.

<center>Remarks by Presidents and Chancellors</center>

The next Coordinating Board meeting would be at the Arkansas Department of Higher Education in Little Rock on July 29, 2016.

With no further comments, the meeting adjourned at 11:03 a.m.

_____
                                                            Nichole Abernathy
APPROVED:

_____
    Chris Gilliam, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting via Conference Call
May 5, 2016

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Thursday, May 5, 2016. The purpose of the meeting was to consider the economic feasibility of loan issue for North Arkansas College in Harrison. The meeting convened at 2:30 p.m. with a quorum present.

Coordinating Board present:
Bob Crafton, Chair
Sherrel Johnson, Vice Chair
Dr. Charles Allen
Dr. Olin Cook
Florine Milligan
Greg Revels
Sam Sicard
Dr. Michael Stanton

Coordinating Board absent:
Chris Gilliam, Secretary
Dr. Jim Carr
Ben Pickard
Jim von Gremp

Department staff present:
Dr. Brett Powell, Director
Harold Criswell, Senior Associate Director of Administration and Finance
Tara Smith, Senior Associate Director for Institutional Finance
Ann Clemmer, Senior Associate Director for Academic Affairs
Dr. Marla Strecker, Senior Associate Director for Research and Technology
Chandra Robinson, Program Specialist for Institutional Finance
Lisa Smith, Communications/Outreach Coordinator
Nichole Abernathy, Executive Assistant

Presidents, chancellors, other institutional representatives, and guests were also present.

Chairman Crafton thanked the Coordinating Board members and guests for participating on the call.

Nichole Abernathy conducted a roll call to confirm that there was a quorum.

Agenda Item No. 1
Economic Feasibility of Loan Issue
North Arkansas College

North Arkansas College requests approval of the economic feasibility of plans to obtain a loan not to exceed $1.8 million with a term of up to fifteen (15) years at an annual interest rate not to exceed 2.7 percent. Proceeds from the loan will be

used for educational and general (E&G) purposes. North Arkansas College Board of Trustees approved this financing at its meeting on May 3, 2016.

Any proceeds from loans that require AHECB approval, are used for the purchase or construction of new facilities, and result in additional square footage are subject to the AHECB maintenance policy as adopted in October of 2010. The projects contemplated herein do not provide additional square footage to the campus.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board considers economically feasible plans for North Arkansas College to obtain a loan not to exceed $1.8 million with a term of up to fifteen (15) years at an expected annual interest rate not to exceed 2.7 percent to finance an Energy Performance Project under the guidelines of the Arkansas Energy Performance Contracting (AEPC) Program overseen by the Arkansas Energy Office.

> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to notify the President and the Chair of the Board of Trustees of North Arkansas College of the Coordinating Board's resolution.

Greg Revels asked for verification that the loan was guaranteed by the Energy Service Company and that the savings would exceed the loan costs. Chandra Robinson said that is correct.

Chairman Crafton asked what an Arkansas Energy Performance Contracting (AEPC) Program was. Don Sugg, the vice president of finance and administration for NAC, explained that AEPC is a statewide program allowing agencies to participate in energy savings performance contracts.

Dr. Charles Allen moved to approve Agenda Item No. 1. Sam Sicard seconded the motion and the Board unanimously approved.

Report of the Committee

Greg Revels presented the report of the Finance Committee and moved approval of Agenda Item 1. Dr. Charles Allen seconded the motion and the Board unanimously approved.

Chairman Crafton thanked everyone for participating in the special meeting and announced that there will be a Board Retreat at the Winthrop Rockefeller Institute on June 21 – 22, and the next regular board meeting would be July 29, 2016, at the Arkansas Department of Higher Education in Little Rock.

With no further comments, the meeting adjourned at 2:42 p.m.

                                                    _____
                                                    Nichole Abernathy
APPROVED:

_____
Chris Gilliam, Secretary

ARKANSAS HIGHER EDUCATION COORDINATING BOARD
Special Meeting via Conference Call
May 26, 2016

Minutes of Meeting

The Arkansas Higher Education Coordinating Board held a special meeting via conference call on Thursday, May 26, 2016 at 10:00 a.m. The purpose of the meeting was to accept the resignation of the Arkansas Department of Higher Education Director Brett Powell. The meeting convened at 10:00 a.m., with a quorum present.

Coordinating Board present: Coordinating Board absent:
Bob Crafton, Chair   Dr. Charles Allen
Sherrel Johnson, Vice Chair   Sam Sicard
Chris Gilliam, Secretary
Dr. Jim Carr
Dr. Olin Cook
Florine Milligan
Ben Pickard
Greg Revels
Dr. Michael Stanton
Jim von Gremp

Department staff present:
Dr. Brett Powell, Director
Harold Criswell, Senior Associate Director of Administration and Finance
Dr. Marla Strecker, Senior Associate Director for Research and Planning
Lisa Smith, Communications/Outreach Coordinator
Lillian Williams, Academic Affairs Program Specialist
Alana Boles, Academic Affairs Program Specialist
Nichole Abernathy, Executive Assistant

Presidents, chancellors, other institutional representatives, members of the press and guests were also present.

Chairman Crafton thanked the Coordinating Board members and guests for participating on the call.

Nichole Abernathy conducted a roll call to confirm that there was a quorum.

Agenda Item No. 1
Accept Resignation of
ADHE Director Brett Powell

On Monday, May 23, 2016, Director Brett Powell submitted a letter of resignation to the Arkansas Higher Education Coordinating Board (AHECB) and Arkansas

Department of Higher Education (ADHE), effective July 29, 2016. Powell stated that he had accepted a position as the Vice President for Finance and Administration at Henderson State University and was scheduled to begin August 1, 2016. Powell said it had been a genuine pleasure working with the Coordinating Board, ADHE staff and the presidents and chancellors across the state. Though his time at the Department was short, the work was challenging and quite productive. He also expressed his willingness to assist in the transition of his replacement, if needed.

Greg Revels moved to approve Agenda Item No. 1. Sherrel Johnson seconded the motion and the Board unanimously approved.

Dr. Jim Carr said that he reluctantly voted to accept Dr. Powell's resignation and that he would greatly be missed.

Dr. Michael Stanton said that while he is happy for Powell, he is disappointed that he is leaving ADHE. He also expressed appreciation for everything Powell has done for higher education in Arkansas.

Florine Milligan also wished Powell well stating that she too reluctantly voted to accept his resignation.

<div align="center">

Agenda Item No. 2
Appoint Search Committee

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Chairman Crafton began by reading excerpts from Senate Bill 812 (Act 533), which was amended during the 2013 Regular Session. Crafton reminded AHECB members that SB 812 amended the requirements for the director of ADHE. He explained that while SB 812 gives the AHECB the authority to appoint a director through a search and selection process, along with the recommendation from the Presidents Council, the recommendation is still subject to confirmation by the Governor.

Crafton then appointed Chris Gilliam, Dr. Jim Carr, Dr. Olin Cook and himself to serve on the search committee, along with the Presidents Council's co-chairs Dr. Charles Welch and Dr. Margaret Ellibee.

Crafton stated that like in the past, the full board will play a large role in the selection process.

Dr. Michael Stanton moved to approve Agenda Item No. 2. Sherrel Johnson seconded the motion and the Board unanimously approved.

Agenda Item No. 3
Authorization of Harold Criswell
to Manage Director Search

ADHE staff as designated by the Committee will conduct the initial screening of all applications/nominations. ADHE staff as designated by the Committee will draft, for approval by the Committee, the initial documents to be utilized in the search, i.e., position announcements and submission procedures. Letters notifying candidates who were not selected will be sent expressing appreciation for applying, by the ADHE staff as designated by the Committee.

Crafton said he designated ADHE Senior Associate Director Harold Criswell to manage the director search, since Criswell had managed the search in the past and done a fine job.

Chris Gilliam moved to approve Agenda Item No. 3. Jim von Gremp seconded the motion and the Board unanimously approved.

Criswell said he would begin immediately advertising statewide and nationally for the director's position.

Agenda Item No. 4
Other Items

Crafton reminded members of the upcoming Board Retreat on June 21 – 22 at the Winthrop Rockefeller Institute at Petit Jean Mountain. He stated he was a little leery having the retreat with Powell leaving in July.

Powell reminded the board that both the Closing the Gap Implementation Plan and the Outcomes-Based Funding Formula would be on the agenda for the July 29 Coordinating Board meeting. The retreat would give the board the opportunity to review the items and ask ADHE staff questions before the board meeting.

Dr. Olin Cook agreed that he would like additional time to review those two items.

Ben Pickard requested a presentation be included outlining the Coordinating Board authority and duties. Powell said it will be on the agenda.

Chairman Crafton thanked everyone for participating in the special meeting and announced that the next regular meeting would be July 29, 2016, at the Arkansas Department of Higher Education in Little Rock.

Nichole Abernathy conducted a final roll call confirming there was a quorum.

With no further comments, the meeting adjourned at 10:21 a.m.

_____
Nichole Abernathy

APPROVED:

_____
Chris Gilliam, Secretary

AGENCY UPDATES
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Arkansas Department of Higher Education agency updates will be presented by Dr. Brett Powell. This agenda item will include updates on new employees, legislation, and current events.

Agenda Item No. 3
Higher Education Coordinating Board
July 29, 2016

**REPORT ON THE COLLEGE-GOING RATE
OF PUBLIC SCHOOL GRADUATES**

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Attachment 3-A   College-Going Rate by Institution
Attachment 3-B   College-Going Rate History
Attachment 3-C   NCES (National Center for Education Statistics)
Attachment 3-D   College-Going Rate by Race/Ethnicity and Gender
Attachment 3-E   College-Going Rate by County
Attachment 3-F   College-Going Rate by High School District
Attachment 3-G   Recently Graduated Public High School Students: Where They
Attend College

The college-going rate measures the proportion of students enrolling in
postsecondary education in the fall semester after finishing high school, in most
cases, immediately after high school. Since most students enrolling in
postsecondary education do so immediately after completing high school, the
college-going rate is an indicator of the total proportion that will or did enroll in
postsecondary education. The percentage, therefore, reflects the accessibility of
higher education as well as students' assessment of the value of attending college
when compared to working, entering the military, traveling, or following other pursuits.

New Methodology: This report reflects a new methodology. The new methodology
began with the 2010 Fall College-Going Rate report. This methodology focuses on
students that (1) graduated from an Arkansas public school district in Academic Year
2014-2015, (2) are first-time entering students in the 2015 Fall term, and (3) are
Arkansas residents. This new methodology more closely follows that used by the
National Center for Education Statistics (NCES). However, there are three
differences:
NCES filters by the age range of 16-24 – ADHE ignores age but focuses on high
school graduates from the previous year as most all high school graduates are
between the ages of 16 and 24;
NCES includes GED students as their report is based on a survey. ADHE does not
have data on annual graduating classes of GED students, therefore,
GED students are excluded; and
Since the NCES report is a survey, it may include private high schools and home
school students. ADHE has no data on annual graduating classes of private high
schools or home school students. ADHE obtains data on graduating classes of
Arkansas public high schools (from the Arkansas Department of Education).
**Therefore, the new methodology is a College-Going Rate calculation for
Arkansas public high school graduates only.**

<u>Old Methodology</u>: The old methodology consisted of a Fall student cohort of (1) first-time, (2) full-time, and (3) on-campus students that attend an Arkansas public or independent institution after completing high school or GED.

NOTE: An error was discovered in the methodology that has been used the last few years but has been corrected in this report. This error caused the previously reported college-going rate to be slightly higher than it actually should have been.

The public high school student college-going rate for all Arkansas **public <u>and</u> independent institutions** for the 2015 Fall term was **51.0 percent**. This represents an increase of 0.9 percentage points from the previous fall term.
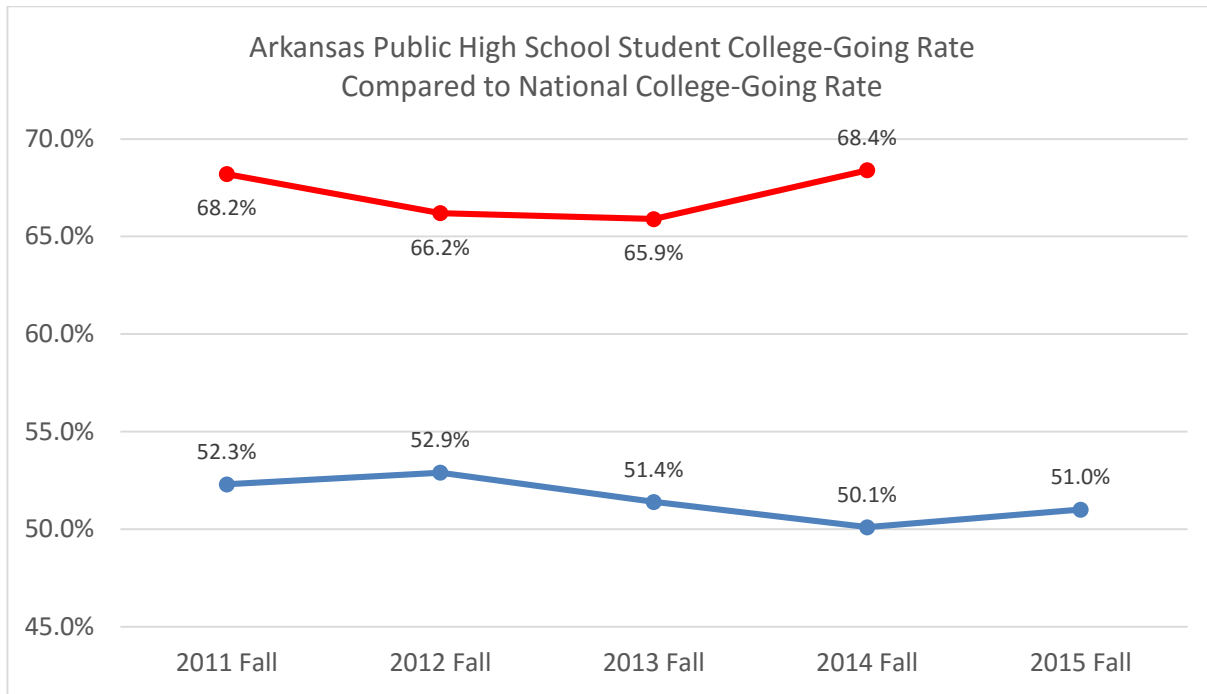
Arkansas experienced less than a single percentage growth (from 50.1% to 51.0%) in the 2015 College-Going Rate of public high school graduates. However, it should be noted that the number of public high school graduates dropped by 430 students; therefore, the increase of 0.9% represents an additional engagement of 60 public high school graduates in 2015.

Term	Public HS Graduates	Those Entering College	CGR
2011 Fall	28,921	15,119	52.3%
2012 Fall	28,896	15,286	52.9%
2013 Fall	29,714	15,263	51.4%
2014 Fall	30,800	15,419	50.1%
2015 Fall	30,370	15,479	51.0%

Percent of HS Graduates Engaged in Higher Education by Institution Type
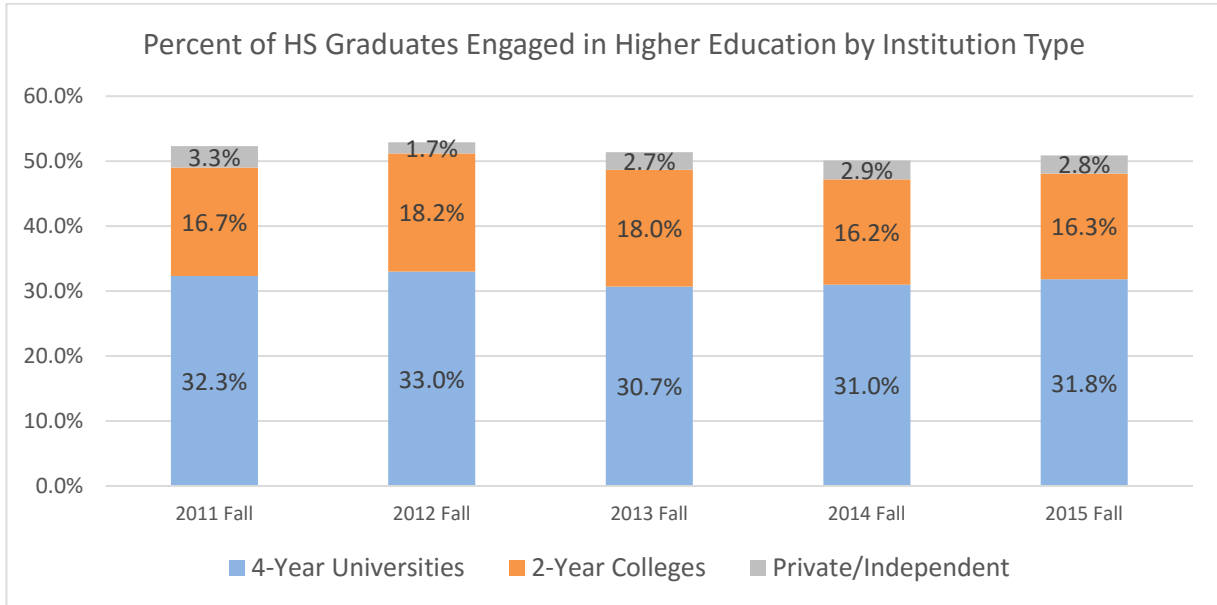
Over five years, the share of CGR students at 4-Year Universities has decreased from 32.3 percent (2011) to 31.8 percent (a decrease of 0.5 percentage). The share of CGR students at 2-Year Colleges has decreased from 16.7 percent (2011) to 16.3 percent (a decrease of 0.4 percentage). The share of CGR students at Private/Independent Institutions has decreased from 3.3 percent to 2.8 percent (a decrease of 0.5 percentage).

Of all CGR students (2015 public high school graduates), the majority enrolled in public 4-Year Universities. This represents a 0.6 percentage engagement shift from 2-Year Colleges (-0.4%) and Private/Independent Institutions (-0.2%) to 4-Year Universities.

2015 Fall CGR Distribution by Institution Type
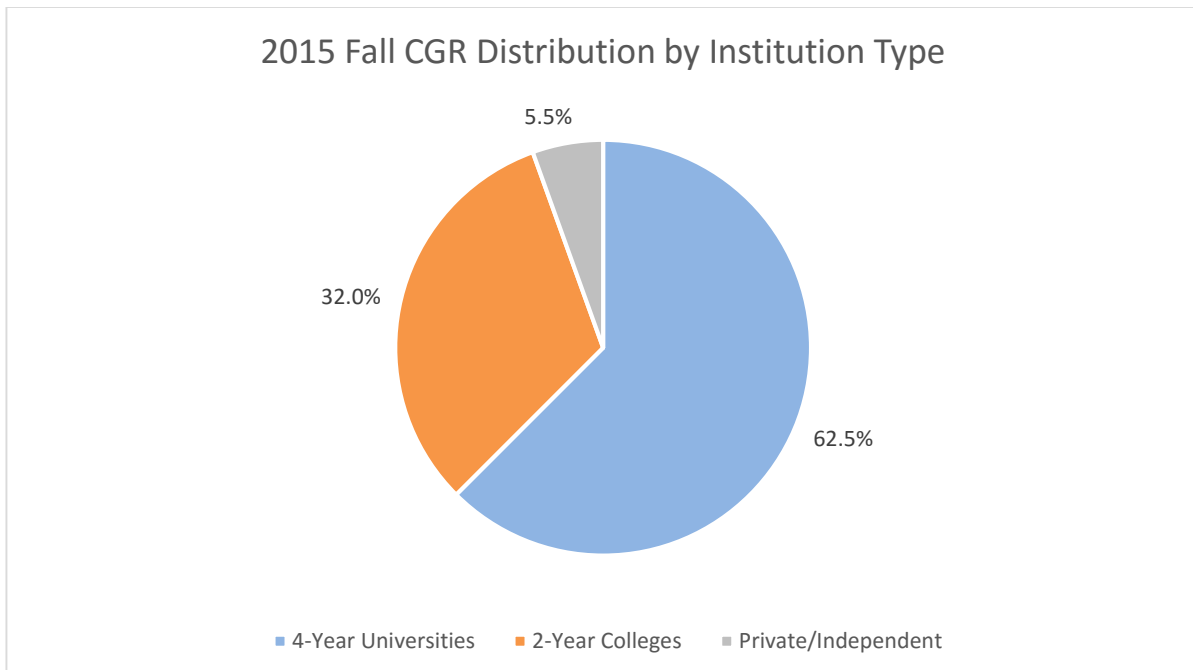
Gender: As shown below, females go to college at higher rates than males.

Gender	AY2015 HS Graduates	College Going Rate First-Time Students	Percent
Male	15,070	6,909	45.8%
Female	15,300	8,570	56.0%

Race/Ethnicity: As shown below, White and Asian student populations have the highest college-going rates.

Race/Ethnicity	AY2015 HS Graduates	College Going Rate First-Time Students	Percent
Asian	545	289	53.0%
Black	6,138	2,948	48.0%
Hispanic	2,981	1,045	35.1%
American Indian/Alaskan Native	190	80	42.1%
White	19,940	10,857	54.4%
Hawaiian and Pacific Islander	111	FERPA	

NOTE: This report does not take into account students who go to college out-of-state, out-of-country, or to institutions that do not participate in the AHEIS/SISDB reporting system.

Per NCES[1], students from lower income groups do not go to college at rates comparable to students from higher income groups.

Income Group	2014
Low Income	57.8%
Middle Income	63.6%
High Income	83.6%
Total	68.4%

The below table shows the number of public high school graduates entering into their institution of choice for the 2015 Fall term. The top three 4-Year Universities were UAF, ATU, and UCA. The top three 2-Year Colleges were NWACC, PTC, and ASUB. The top three Private/Independent Institutions were HC, OBU, and HU.

ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA	
1,185	1,575	579	512	1,956	782	588	349	0	337	1,515	
ANC	ASUB	ASUMH	ASUN	BRTC	CCCUA	CotO	EACC	ASUMS	NAC	NPC	
170	430	156	253	181	165	80	110	140	296	240	
NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM	
783	81	141	544	92	122	108	131	204	134	381	
ABC	CBC	CRC	HC	HU	JBU	LC	OBU	PSC	SC	UO	WBC
76	68	26	171	167	96	122	191	43	FERPA	107	79

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[1] National Center for Education Statistics, Digest of Education Statistics, 2014, Table 302.30: Percentage of recent high school completers enrolled in 2-year and 4-year colleges, by income level: 1975 through 2014.

Many first-time entering students major in STEM fields. The following graph illustrates the growth of first-time entering STEM majors who recently graduated from a public high school.

College-Going Rate STEM Majors

Fall	Number
2011 Fall	1,543
2012 Fall	1,681
2013 Fall	1,745
2014 Fall	2,001
2015 Fall	2,065
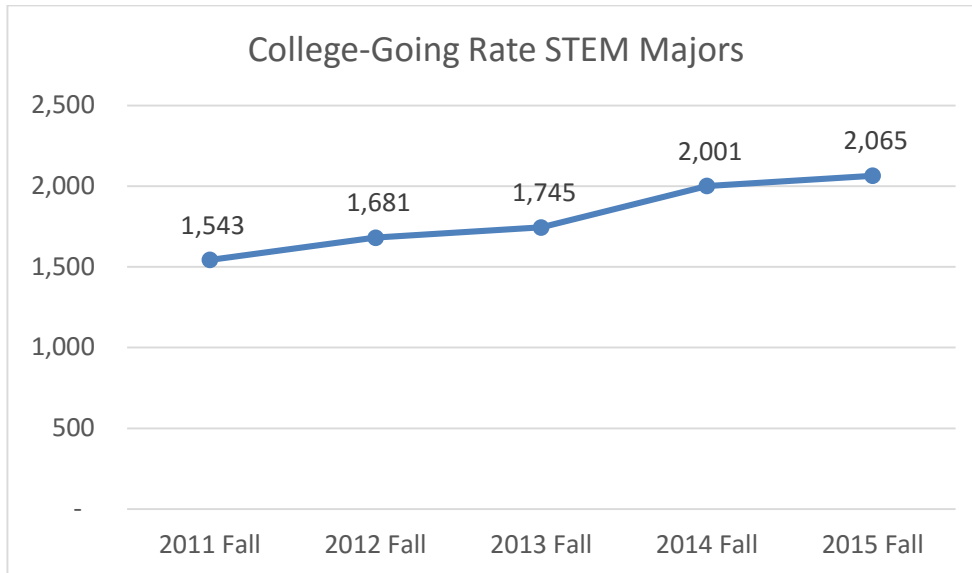
While most institutions have students seeking STEM degrees, a few institutions attract the majority of STEM students.

STEM Majors at 4-Year Universities

Inst.	Last 5 Years		2015 Fall	
	Number	Percent	Number	Percent
ATU	1,656	20.6%	395	20.9%
UAF	1,262	15.7%	293	15.5%
ASUJ	1,235	15.3%	256	13.6%
UCA	1,191	14.8%	309	16.4%
UAFS	680	8.4%	135	7.2%
HSU	636	7.9%	154	8.6%
Total	6,660	82.7%	1,379	73.0%

STEM Majors at 2-Year Colleges

Inst.	Last 5 Years		2015 Fall	
	Number	Percent	Number	Percent
UACCM	202	21.9%	32	20.6%
NWACC	134	13.2%	27	13.6%
SAUT	118	10.9%	23	12.0%
ASUB	97	9.6%	18	9.9%
NAC	73	7.4%	15	7.4%
NPC	34	3.5%	16	3.5%
Total	658	67.0%	131	72.4%

As shown above, five 4-Year Universities attract the majority of new STEM students; whereas, five 2-Year Colleges attract the larger share of all 2-Year STEM students.

The following table shows that Arkansas has dropped from 11th to 14th out of 16 SREB states for the percentage of 18-24 year olds attending higher education institutions. This is noted in the decrease from 38.1% reported in 2014 to 37.2% in 2015.

Percentage of 18- to 24-year-olds enrolled in degree-granting postsecondary institutions: 2015 SREB States Only		
State	Percent	Rank
United States	42.1	NA
Delaware	45.3	1
Maryland	44.5	2
Virginia	43.1	3
Mississippi	41.3	4
North Caroline	41.0	5
Florida	40.9	6
West Virginia	40.8	7
Georgia	39.6	8
Alabama	38.9	9
South Carolina	38.2	10
Kentucky	37.9	11
Tennessee	37.9	12
Texas	37.5	13
Arkansas	**37.2**	**14**
Oklahoma	35.8	15
Louisiana	35.8	16
Source: NCES, Digest of Education Statistics, Table 302.65.(12/15)		

ADHE Executive Staff recommends that the AHECB accept this report.

College Going Rate by Institution
Arkansas Public High School Graduates (Since 2015)
Enrolling as First-time Students in Fall Term Only Academic Year 2015-2016

No.	Inst. Type	Institution	Any School Graduates		Arkansas Public School Graduates	
			First-Time Students	Percent	First-Time Students	Percent
1	1	ASUJ	1,577	5.2%	1,185	3.9%
2	1	ATU	2,022	6.7%	1,575	5.2%
3	1	HSU	770	2.5%	579	1.9%
4	1	SAUM	797	2.6%	512	1.7%
5	1	UAF	4,915	16.2%	1,956	6.4%
6	1	UAFS	1,083	3.6%	782	2.6%
7	1	UALR	868	2.9%	588	1.9%
8	1	UAM	539	1.8%	349	1.1%
9	1	UAMS				
10	1	UCA	2,044	6.7%	1,515	5.0%
11	2	ANC	269	0.9%	170	0.6%
12	2	ASUB	622	2.0%	430	1.4%
13	2	ASUMH	257	0.8%	156	0.5%
14	2	ASUMS	248	0.8%	140	0.5%
15	2	ASUN	413	1.4%	253	0.8%
16	2	BRTC	330	1.1%	181	0.6%
17	2	CCCUA	241	0.8%	165	0.5%
18	2	CotO	161	0.5%	80	0.3%
19	2	EACC	248	0.8%	110	0.4%
20	2	NAC	457	1.5%	296	1.0%
21	2	NPC	479	1.6%	240	0.8%
22	2	NWACC	1,434	4.7%	783	2.6%
23	2	OZC	160	0.5%	81	0.3%
24	2	PCCUA	181	0.6%	141	0.5%
25	2	PTC	1,060	3.5%	544	1.8%
26	2	RMCC	148	0.5%	92	0.3%
27	2	SACC	233	0.8%	122	0.4%
28	2	SAUT	181	0.6%	108	0.4%
29	2	SEAC	251	0.8%	131	0.4%
30	2	UACCB	288	0.9%	204	0.7%
31	2	UACCH	236	0.8%	134	0.4%
32	2	UACCM	574	1.9%	381	1.3%
34	P	ABC	390	1.3%	76	0.3%
35	P	CBC	110	0.4%	68	0.2%
36	P	CRC	53	0.2%	26	0.1%
37	P	EC	74	0.2%	20	0.1%
38	P	HC	395	1.3%	171	0.6%
39	P	HU	992	3.3%	167	0.5%
40	P	JBU	361	1.2%	96	0.3%
41	P	LC	215	0.7%	122	0.4%
42	P	OBU	412	1.4%	191	0.6%
43	P	PSC	174	0.6%	49	0.2%
44	P	SC	30	0.1%	FERPA	
45	P	UO	211	0.7%	107	0.4%
46	P	WBC	128	0.4%	79	0.3%
4 Year Universities			15,299	50.4%	9,378	30.9%
2 Year Colleges			8,471	27.9%	4,942	16.3%
Private Institutions			3,545	11.7%	1,172	3.9%
All Arkansas Institutions			27,315	89.9%	15,492	51.0%
Arkansas Public HS Graduates			**30,370**		**30,370**	

Notes:

College Going Rate for Any School Graduates - this is the percentage of any school enrollees compared to the public school graduates (apples-to-oranges).

College Going Rate for Public School Graduates - this is the percentage of public school enrollees compared to the public school graduates (apples-to-apples).

NOTE: Counts of 10 or less are not shown due to FERPA and not included in the All Arkansas Institutions total.

ARKANSAS COLLEGE-GOING RATE HISTORY
2005 Fall Term - 2015 Fall Term

FALL TERM	Number of FIRST-TIME ENTERING STUDENTS	Number of PUBLIC HIGH SCHOOL GRADUATES	ARKANSAS COLLEGE-GOING RATE	NATIONAL COLLEGE-GOING RATE
2006	12,431	26,838	46.3%	66.0%
2007	12,794	26,751	47.8%	67.2%
2008	13,403	26,677	50.2%	68.6%
2009	13,438	28,659	46.9%	70.1%
2010	15,164	28,939	52.4%	68.1%
2011	15,119	28,921	52.3%	68.2%
2012	15,286	28,896	52.9%	66.2%
2013	15,263	29,714	51.4%	65.9%
2014	15,419	30,800	50.1%	72.6%
2015	15,479	30,370	51.0%	N/A

NA = Not Available

NOTE: National College Going Rate is from NCES Digest of Education Statistics, Table 302.10: Recent high school completers and their enrollment in 2-year and 4-year colleges, by gender: 1960 through 2014.

Table 302.10. Recent high school completers and their enrollment in 2-year and 4-year colleges, by sex: 1960 through 2014

[Standard errors appear in parentheses]

Year	Number of high school completers[1] (in thousands)			Percent of recent high school completers[1] enrolled in college[2]								
	Total	Males	Females	Total			Males			Females		
	Total	Males	Females	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1	2	3	4	5	6	7	8	9	10	11	12	13
1960	1,679 (43.8)	756 (31.8)	923 (29.6)	45.1 (2.13)	— (†)	— (†)	54.0 (3.18)	— (†)	— (†)	37.9 (2.80)	— (†)	— (†)
1961	1,763 (46.0)	790 (33.2)	973 (31.3)	48.0 (2.09)	— (†)	— (†)	56.3 (3.10)	— (†)	— (†)	41.3 (2.77)	— (†)	— (†)
1962	1,838 (43.6)	872 (31.5)	966 (30.0)	49.0 (2.05)	— (†)	— (†)	55.0 (2.96)	— (†)	— (†)	43.5 (2.80)	— (†)	— (†)
1963	1,741 (44.2)	794 (32.1)	947 (30.0)	45.0 (2.09)	— (†)	— (†)	52.3 (3.11)	— (†)	— (†)	39.0 (2.78)	— (†)	— (†)
1964	2,145 (43.0)	997 (31.9)	1,148 (28.5)	48.3 (1.89)	— (†)	— (†)	57.2 (2.75)	— (†)	— (†)	40.7 (2.54)	— (†)	— (†)
1965	2,659 (47.7)	1,254 (35.1)	1,405 (32.0)	50.9 (1.70)	— (†)	— (†)	57.3 (2.45)	— (†)	— (†)	45.3 (2.33)	— (†)	— (†)
1966	2,612 (45.0)	1,207 (33.8)	1,405 (29.0)	50.1 (1.72)	— (†)	— (†)	58.7 (2.49)	— (†)	— (†)	42.7 (2.32)	— (†)	— (†)
1967	2,525 (37.9)	1,142 (28.4)	1,383 (24.3)	51.9 (1.42)	— (†)	— (†)	57.6 (2.09)	— (†)	— (†)	47.2 (1.92)	— (†)	— (†)
1968	2,606 (37.3)	1,184 (28.2)	1,422 (23.8)	55.4 (1.39)	— (†)	— (†)	63.2 (2.00)	— (†)	— (†)	48.9 (1.89)	— (†)	— (†)
1969	2,842 (36.0)	1,352 (26.8)	1,490 (23.7)	53.3 (1.34)	— (†)	— (†)	60.1 (1.90)	— (†)	— (†)	47.2 (1.85)	— (†)	— (†)
1970	2,758 (37.4)	1,343 (26.1)	1,415 (26.8)	51.7 (1.36)	— (†)	— (†)	55.2 (1.94)	— (†)	— (†)	48.5 (1.90)	— (†)	— (†)
1971	2,875 (38.0)	1,371 (26.6)	1,504 (27.1)	53.5 (1.33)	— (†)	— (†)	57.6 (1.90)	— (†)	— (†)	49.8 (1.84)	— (†)	— (†)
1972	2,964 (37.8)	1,423 (27.0)	1,542 (26.4)	49.2 (1.31)	— (†)	— (†)	52.7 (1.89)	— (†)	— (†)	46.0 (1.81)	— (†)	— (†)
1973	3,058 (37.1)	1,460 (27.6)	1,599 (24.6)	46.6 (1.29)	14.9 (0.92)	31.6 (1.20)	50.0 (1.87)	14.6 (1.32)	35.4 (1.79)	43.4 (1.77)	15.2 (1.28)	28.2 (1.61)

Digest 2015, Table 302.10

[Standard errors appear in parentheses]

Year	Number of high school completers[1] (in thousands)			Percent of recent high school completers[1] enrolled in college[2]								
				Total			Males			Females		
	Total	Males	Females	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1	2	3	4	5	6	7	8	9	10	11	12	13
1974	3,101 (38.6)	1,491 (27.8)	1,611 (26.8)	47.6 (1.28)	15.2 (0.92)	32.4 (1.20)	49.4 (1.85)	16.6 (1.37)	32.8 (1.74)	45.9 (1.77)	13.9 (1.23)	32.0 (1.66)
1975	3,185 (38.6)	1,513 (27.3)	1,672 (27.2)	50.7 (1.26)	18.2 (0.98)	32.6 (1.19)	52.6 (1.83)	19.0 (1.44)	33.6 (1.73)	49.0 (1.75)	17.4 (1.32)	31.6 (1.62)
1976	2,986 (39.8)	1,451 (28.9)	1,535 (27.3)	48.8 (1.31)	15.6 (0.95)	33.3 (1.23)	47.2 (1.87)	14.5 (1.32)	32.7 (1.76)	50.3 (1.82)	16.6 (1.35)	33.8 (1.72)
1977	3,141 (40.7)	1,483 (29.7)	1,659 (27.7)	50.6 (1.29)	17.5 (0.98)	33.1 (1.21)	52.1 (1.87)	17.2 (1.41)	35.0 (1.79)	49.3 (1.77)	17.8 (1.36)	31.5 (1.65)
1978	3,163 (39.7)	1,485 (29.3)	1,677 (26.7)	50.1 (1.28)	17.0 (0.96)	33.1 (1.21)	51.1 (1.87)	15.6 (1.36)	35.5 (1.79)	49.3 (1.76)	18.3 (1.36)	31.0 (1.63)
1979	3,160 (40.0)	1,475 (29.2)	1,685 (27.2)	49.3 (1.28)	17.5 (0.98)	31.8 (1.20)	50.4 (1.88)	16.9 (1.41)	33.5 (1.78)	48.4 (1.76)	18.1 (1.35)	30.3 (1.62)
1980	3,088 (39.4)	1,498 (28.4)	1,589 (27.3)	49.3 (1.30)	19.4 (1.03)	29.9 (1.19)	46.7 (1.86)	17.1 (1.40)	29.7 (1.70)	51.8 (1.81)	21.6 (1.49)	30.2 (1.66)
1981	3,056 (42.2)	1,491 (30.4)	1,565 (29.1)	53.9 (1.30)	20.5 (1.05)	33.5 (1.23)	54.8 (1.86)	20.9 (1.52)	33.9 (1.77)	53.1 (1.82)	20.1 (1.46)	33.0 (1.72)
1982	3,100 (40.4)	1,509 (29.0)	1,592 (28.2)	50.6 (1.36)	19.1 (1.07)	31.5 (1.26)	49.1 (1.95)	17.5 (1.48)	31.6 (1.81)	52.0 (1.90)	20.6 (1.54)	31.4 (1.76)
1983	2,963 (41.6)	1,389 (30.4)	1,573 (28.2)	52.7 (1.39)	19.2 (1.10)	33.5 (1.31)	51.9 (2.03)	20.2 (1.63)	31.7 (1.89)	53.4 (1.91)	18.4 (1.48)	35.1 (1.82)
1984	3,012 (36.5)	1,429 (28.7)	1,584 (21.9)	55.2 (1.37)	19.4 (1.09)	35.8 (1.32)	56.0 (1.99)	17.7 (1.53)	38.4 (1.95)	54.5 (1.90)	21.0 (1.55)	33.5 (1.80)
1985	2,668 (40.1)	1,287 (28.7)	1,381 (27.9)	57.7 (1.45)	19.6 (1.16)	38.1 (1.43)	58.6 (2.08)	19.9 (1.69)	38.8 (2.06)	56.8 (2.02)	19.3 (1.61)	37.5 (1.97)
1986	2,786 (38.6)	1,332 (28.5)	1,454 (26.0)	53.8 (1.43)	19.2 (1.13)	34.5 (1.37)	55.8 (2.06)	21.3 (1.70)	34.5 (1.97)	51.9 (1.99)	17.3 (1.50)	34.6 (1.89)
1987	2,647 (40.9)	1,278 (29.8)	1,369 (28.0)	56.8 (1.46)	18.9 (1.15)	37.9 (1.43)	58.3 (2.09)	17.3 (1.60)	41.0 (2.09)	55.3 (2.04)	20.3 (1.65)	35.0 (1.95)
1988	2,673 (47.0)	1,334 (34.1)	1,339 (32.3)	58.9 (1.57)	21.9 (1.32)	37.1 (1.54)	57.1 (2.24)	21.3 (1.85)	35.8 (2.17)	60.7 (2.20)	22.4 (1.88)	38.3 (2.19)

[Standard errors appear in parentheses]

Year	Number of high school completers[1] (in thousands)			Percent of recent high school completers[1] enrolled in college[2]								
				Total			Males			Females		
	Total	Males	Females	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1	2	3	4	5	6	7	8	9	10	11	12	13
1989	2,450 (46.5)	1,204 (32.9)	1,246 (32.8)	59.6 (1.64)	20.7 (1.35)	38.9 (1.63)	57.6 (2.35)	18.3 (1.84)	39.3 (2.32)	61.6 (2.27)	23.1 (1.97)	38.5 (2.28)
1990	2,362 (43.0)	1,173 (30.6)	1,189 (30.2)	60.1 (1.60)	20.1 (1.31)	40.0 (1.60)	58.0 (2.29)	19.6 (1.85)	38.4 (2.26)	62.2 (2.24)	20.6 (1.87)	41.6 (2.28)
1991	2,276 (41.0)	1,140 (29.0)	1,136 (29.0)	62.5 (1.62)	24.9 (1.44)	37.7 (1.62)	57.9 (2.33)	22.9 (1.98)	35.0 (2.25)	67.1 (2.22)	26.8 (2.09)	40.3 (2.32)
1992	2,397 (40.4)	1,216 (29.1)	1,180 (28.1)	61.9 (1.58)	23.0 (1.37)	38.9 (1.59)	60.0 (2.24)	22.1 (1.89)	37.8 (2.21)	63.8 (2.23)	23.9 (1.98)	40.0 (2.27)
1993	2,342 (41.4)	1,120 (30.6)	1,223 (27.7)	62.6 (1.59)	22.8 (1.38)	39.8 (1.61)	59.9 (2.33)	22.9 (2.00)	37.0 (2.30)	65.2 (2.17)	22.8 (1.91)	42.4 (2.25)
1994	2,517 (38.1)	1,244 (27.9)	1,273 (25.9)	61.9 (1.43)	21.0 (1.20)	40.9 (1.45)	60.6 (2.05)	23.0 (1.76)	37.5 (2.03)	63.2 (1.99)	19.1 (1.63)	44.1 (2.05)
1995	2,599 (40.9)	1,238 (29.9)	1,361 (27.7)	61.9 (1.41)	21.5 (1.19)	40.4 (1.42)	62.6 (2.03)	25.3 (1.82)	37.4 (2.03)	61.3 (1.95)	18.1 (1.54)	43.2 (1.98)
1996	2,660 (40.5)	1,297 (29.5)	1,363 (27.7)	65.0 (1.42)	23.1 (1.26)	41.9 (1.47)	60.1 (2.09)	21.5 (1.76)	38.5 (2.08)	69.7 (1.92)	24.6 (1.80)	45.1 (2.07)
1997	2,769 (41.8)	1,354 (31.0)	1,415 (27.9)	67.0 (1.38)	22.8 (1.23)	44.3 (1.45)	63.6 (2.01)	21.4 (1.71)	42.2 (2.07)	70.3 (1.87)	24.1 (1.75)	46.2 (2.04)
1998	2,810 (43.9)	1,452 (31.0)	1,358 (31.0)	65.6 (1.38)	24.4 (1.25)	41.3 (1.43)	62.4 (1.96)	24.4 (1.74)	38.0 (1.96)	69.1 (1.93)	24.3 (1.79)	44.8 (2.08)
1999	2,897 (41.5)	1,474 (29.9)	1,423 (28.8)	62.9 (1.38)	21.0 (1.17)	41.9 (1.41)	61.4 (1.95)	21.0 (1.63)	40.5 (1.97)	64.4 (1.95)	21.1 (1.67)	43.3 (2.02)
2000	2,756 (45.3)	1,251 (33.6)	1,505 (29.7)	63.3 (1.41)	21.4 (1.20)	41.9 (1.45)	59.9 (2.13)	23.1 (1.83)	36.8 (2.10)	66.2 (1.88)	20.0 (1.59)	46.2 (1.98)
2001	2,549 (46.5)	1,277 (33.7)	1,273 (32.0)	61.8 (1.48)	19.6 (1.21)	42.1 (1.51)	60.1 (2.11)	18.6 (1.68)	41.4 (2.12)	63.5 (2.08)	20.6 (1.75)	42.8 (2.13)
2002	2,796 (42.7)	1,412 (31.3)	1,384 (29.0)	65.2 (1.31)	21.6 (1.14)	43.6 (1.37)	62.1 (1.88)	20.4 (1.57)	41.7 (1.92)	68.4 (1.82)	22.8 (1.65)	45.6 (1.95)
2003	2,677 (42.2)	1,306 (29.9)	1,372 (29.7)	63.9 (1.35)	21.5 (1.16)	42.5 (1.39)	61.2 (1.97)	21.9 (1.67)	39.3 (1.97)	66.5 (1.86)	21.0 (1.61)	45.5 (1.96)

[Standard errors appear in parentheses]

	Number of high school completers[1] (in thousands)			Percent of recent high school completers[1] enrolled in college[2]								
				Total			Males			Females		
Year	Total	Males	Females	Total	2-year	4-year	Total	2-year	4-year	Total	2-year	4-year
1	2	3	4	5	6	7	8	9	10	11	12	13
2004	2,752 (40.0)	1,327 (29.1)	1,425 (27.3)	66.7 (1.31)	22.4 (1.16)	44.2 (1.38)	61.4 (1.95)	21.8 (1.65)	39.6 (1.96)	71.5 (1.74)	23.1 (1.63)	48.5 (1.93)
2005	2,675 (40.8)	1,262 (31.5)	1,414 (24.9)	68.6 (1.31)	24.0 (1.21)	44.6 (1.40)	66.5 (1.94)	24.7 (1.77)	41.8 (2.03)	70.4 (1.77)	23.4 (1.64)	47.0 (1.94)
2006	2,692 (44.6)	1,328 (32.7)	1,363 (30.1)	66.0 (1.33)	24.7 (1.21)	41.3 (1.39)	65.8 (1.90)	24.9 (1.73)	40.9 (1.97)	66.1 (1.87)	24.5 (1.70)	41.7 (1.95)
2007	2,955 (42.6)	1,511 (30.0)	1,444 (30.3)	67.2 (1.26)	24.1 (1.15)	43.1 (1.33)	66.1 (1.78)	22.7 (1.57)	43.4 (1.86)	68.3 (1.79)	25.5 (1.67)	42.8 (1.90)
2008	3,151 (42.8)	1,640 (29.6)	1,511 (30.9)	68.6 (1.21)	27.7 (1.16)	40.9 (1.28)	65.9 (1.71)	24.9 (1.56)	41.0 (1.77)	71.6 (1.69)	30.6 (1.73)	40.9 (1.85)
2009	2,937 (45.0)	1,407 (32.8)	1,531 (30.6)	70.1 (1.23)	27.7 (1.21)	42.4 (1.33)	66.0 (1.84)	25.1 (1.69)	40.9 (1.91)	73.8 (1.64)	30.1 (1.71)	43.8 (1.85)
2010[3]	3,160 (91.8)	1,679 (64.6)	1,482 (58.4)	68.1 (1.49)	26.7 (1.52)	41.4 (1.61)	62.8 (1.88)	28.5 (2.03)	34.3 (1.97)	74.0 (2.31)	24.6 (2.32)	49.5 (2.59)
2011[3]	3,079 (88.3)	1,611 (60.6)	1,468 (58.4)	68.2 (1.45)	25.9 (1.49)	42.3 (1.44)	64.7 (2.16)	24.7 (1.79)	40.0 (2.10)	72.2 (1.98)	27.3 (2.17)	44.9 (2.37)
2012[3]	3,203 (96.2)	1,622 (70.1)	1,581 (54.0)	66.2 (1.59)	28.8 (1.57)	37.5 (1.60)	61.3 (2.17)	26.9 (2.20)	34.4 (2.15)	71.3 (2.11)	30.7 (2.09)	40.6 (2.21)
2013[3]	2,977 (84.4)	1,524 (62.9)	1,453 (57.0)	65.9 (1.58)	23.8 (1.44)	42.1 (1.76)	63.5 (2.20)	24.5 (2.14)	39.0 (2.48)	68.4 (2.17)	23.0 (2.15)	45.3 (2.21)
2014[3]	2,868 (78.5)	1,423 (58.1)	1,445 (57.5)	68.4 (1.67)	24.6 (1.56)	43.7 (1.81)	64.0 (2.32)	21.2 (2.07)	42.8 (2.69)	72.6 (2.50)	28.0 (2.35)	44.6 (2.57)

—Not available.

†Not applicable.

[1] Individuals ages 16 to 24 who graduated from high school or completed a GED during the calendar year.

[2] Enrollment in college as of October of each year for individuals ages 16 to 24 who completed high school during the calendar year.

[3] Beginning in 2010, standard errors were computed using replicate weights, which produced more precise values than the generalized variance function methodology used in prior years.

NOTE: Data are based on sample surveys of the civilian noninstitutionalized population. High school completion data in this table differ from figures appearing in other tables because of varying survey procedures and coverage. High school completers include GED recipients. Detail may not sum to totals because of rounding.

SOURCE: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, 1960 through 1969. U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1970 through 2014. (This table was prepared August 2015.)

ADHE Prepared 7/8/2016

No.	Race/Ethnicity	AY2015 HS Graduates	College Going Rate	
			First-Time Students	Percent
1	Asian	545	289	53.0%
2	Black	6,138	2,948	48.0%
3	Hispanic	2,981	1,045	35.1%
4	American Indian/Alaskan Native	190	80	42.1%
5	White	19,940	10,857	54.4%
6	Hawaiian and Pacific Islander	111	FERPA	
7	Male	15,070	6,909	45.8%
8	Female	15,300	8,570	56.0%

College Going Rate by Race/Ethnicity and Gender: 2015 Fall Arkansas Public High School Graduates (Since 2015) Enrolling as First-time Students in Fall Term Only Academic Year 2015-2016

NOTES:

First-Time Students are students that enrolled in college for the first-time (they have never before attended college), earned a high school diploma from an Arkansas high school, and are Arkansas residents.

ADE (Arkansas Department of Education) data does not include Non-Resident Alien or Unknown races/ethnicities.

Undercounts on the Total above may be due to students enrolling in multiple institutions.

No.	County	Code	AY2015 HS Graduates	College Going Rate	
				First-Time Students	Percent
1	ARKANSAS	01	207	119	57.5%
2	ASHLEY	02	235	109	46.4%
3	BAXTER	03	317	160	50.5%
4	BENTON	04	2597	1141	43.9%
5	BOONE	05	428	239	55.8%
6	BRADLEY	06	142	72	50.7%
7	CALHOUN	07	31	16	51.6%
8	CARROLL	08	248	106	42.7%
9	CHICOT	09	90	34	37.8%
10	CLARK	10	159	91	57.2%
11	CLAY	11	145	57	39.3%
12	CLEBURNE	12	246	135	54.9%
13	CLEVELAND	13	86	57	66.3%
14	COLUMBIA	14	250	149	59.6%
15	CONWAY	15	228	143	62.7%
16	CRAIGHEAD	16	1088	590	54.2%
17	CRAWFORD	17	726	371	51.1%
18	CRITTENDEN	18	652	290	44.5%
19	CROSS	19	211	113	53.6%
20	DALLAS	20	61	34	55.7%
21	DESHA	21	164	78	47.6%
22	DREW	22	210	113	53.8%
23	FAULKNER	23	1180	730	61.9%
24	FRANKLIN	24	233	148	63.5%
25	FULTON	25	123	61	49.6%
26	GARLAND	26	903	498	55.1%
27	GRANT	27	308	178	57.8%
28	GREENE	28	425	230	54.1%
29	HEMPSTEAD	29	190	103	54.2%
30	HOT SPRING	30	360	201	55.8%
31	HOWARD	31	209	126	60.3%
32	INDEPENDENCE	32	372	230	61.8%
33	IZARD	33	115	62	53.9%
34	JACKSON	34	138	65	47.1%
35	JEFFERSON	35	775	431	55.6%
36	JOHNSON	36	292	170	58.2%
37	LAFAYETTE	37	43	25	58.1%
38	LAWRENCE	38	212	111	52.4%
39	LEE	39	50	28	56.0%
40	LINCOLN	40	109	54	49.5%
41	LITTLE RIVER	41	134	67	50.0%
42	LOGAN	42	251	121	48.2%
43	LONOKE	43	878	402	45.8%
44	MADISON	44	149	45	30.2%
45	MARION	45	119	57	47.9%
46	MILLER	46	385	125	32.5%
47	MISSISSIPPI	47	535	250	46.7%
48	MONROE	48	81	34	42.0%
49	MONTGOMERY	49	64	34	53.1%
50	NEVADA	50	84	56	66.7%

College Going Rate by High School County
2015 Arkansas Public High School Graduates
Enrolling as First-time Students in Fall Term Only Academic Year 2015-2016

51	NEWTON	51	93	52	55.9%
52	OUACHITA	52	260	145	55.8%
53	PERRY	53	119	63	52.9%
54	PHILLIPS	54	244	159	65.2%
55	PIKE	55	164	87	53.0%
56	POINSETT	56	257	121	47.1%
57	POLK	57	276	139	50.4%
58	POPE	58	636	348	54.7%
59	PRAIRIE	59	99	46	46.5%
60	PULASKI	60	3044	1535	50.4%
61	RANDOLPH	61	148	91	61.5%
63	SALINE	63	1133	685	60.5%
64	SCOTT	64	104	46	44.2%
65	SEARCY	65	114	70	61.4%
66	SEBASTIAN	66	1398	685	49.0%
67	SEVIER	67	206	112	54.4%
68	SHARP	68	189	110	58.2%
62	ST FRANCIS	62	260	103	39.6%
69	STONE	69	94	54	57.4%
70	UNION	70	493	306	62.1%
71	VAN BUREN	71	157	79	50.3%
72	WASHINGTON	72	2496	1052	42.1%
73	WHITE	73	798	369	46.2%
74	WOODRUFF	74	63	31	49.2%
75	YELL	75	287	132	46.0%
All Arkansas Counties			**30,370**	**15,479**	**51.0%**

NOTE: (1) The county is determined by the county of the high school district that the student attended, not the student's county residence.
(2) The above number of First-Time Students relate to enrollment in Arkansas institutions only; students going to college out-of-state are not included.

College Going Rate by High School District Arkansas Public High School Graduates (Since 2015)
Enrolling as First-time Students in Fall Term Only Academic Year 2015-2016 for All Students

No.	District Name	District LEA	AY2015 HS Graduates	College Going Rate	
				First-Time Students	Percent
1	Academics Plus School District	6040700	30	19	63.3%
2	Alma School District	1701000	236	123	52.1%
3	Alpena School District	0501000	25	FERPA	
4	Ark. School For The Blind	6091000	FERPA	FERPA	
5	Ark. School For The Deaf	6092000	FERPA	FERPA	
6	Arkadelphia School District	1002000	107	67	62.6%
7	Arkansas Arts Academy	0440700	57	35	61.4%
8	Armorel School District	4701000	41	21	51.2%
9	Ashdown School District	4101000	92	51	55.4%
10	Atkins School District	5801000	56	32	57.1%
11	Augusta School District	7401000	25	FERPA	
12	Bald Knob School District	7301000	95	37	38.9%
13	Barton-Lexa School District	5401000	59	43	72.9%
14	Batesville School District	3201000	173	104	60.1%
15	Bauxite School District	6301000	128	67	52.3%
16	Bay School District	1601000	36	16	44.4%
17	Bearden School District	5201000	47	26	55.3%
18	Beebe School District	7302000	193	106	54.9%
19	Benton School District	6302000	334	201	60.2%
20	Bentonville School District	0401000	896	417	46.5%
21	Bergman School District	0502000	79	44	55.7%
22	Berryville School District	0801000	116	50	43.1%
23	Bismarck School District	3001000	78	43	55.1%
24	Blevins School District	2901000	38	21	55.3%
25	Blytheville School District	4702000	150	55	36.7%
26	Booneville School District	4201000	100	39	39.0%
27	Bradford School District	7303000	35	14	40.0%
28	Brinkley School District	4801000	40	12	30.0%
29	Brookland School District	1603000	114	77	67.5%
30	Bryant School District	6303000	586	368	62.8%
31	Buffalo Is. Central Sch. Dist.	1605000	49	28	57.1%
32	Cabot School District	4304000	636	294	46.2%
33	Caddo Hills School District	4901000	28	15	53.6%
34	Calico Rock School District	3301000	22	15	68.2%
35	Camden Fairview School District	5204000	146	72	49.3%
36	Carlisle School District	4303000	46	20	43.5%
37	Cave City School District	6802000	93	60	64.5%
38	Cedar Ridge School District	3212000	64	33	51.6%
39	Cedarville School District	1702000	62	31	50.0%
40	Centerpoint School District	5502000	73	42	57.5%
41	Charleston School District	2402000	77	53	68.8%
42	Clarendon School District	4802000	41	22	53.7%
43	Clarksville School District	3601000	161	98	60.9%
44	Cleveland County School District	1305000	41	33	80.5%
45	Clinton School District	7102000	83	51	61.4%
46	Concord School District	1201000	33	21	63.6%
47	Conway School District	2301000	580	353	60.9%
48	Corning School District	1101000	56	22	39.3%
49	Cossatot River School District	5707000	75	41	54.7%
50	Cotter School District	0302000	43	22	51.2%
51	County Line School District	2403000	38	26	68.4%
52	Cross County School District	1901000	39	25	64.1%
53	Crossett School District	0201000	115	52	45.2%
54	Cutter-Morning Star School District	2601000	42	22	52.4%
55	Danville School District	7503000	49	27	55.1%
56	Dardanelle School District	7504000	125	59	47.2%
57	Decatur School District	0402000	36	FERPA	
58	Deer/Mt. Judea School District	5106000	30	19	63.3%
59	Dequeen School District	6701000	145	81	55.9%
60	Dermott School District	0901000	27	11	40.7%
61	Des Arc School District	5901000	48	25	52.1%
62	Dewitt School District	0101000	89	48	53.9%
63	Dierks School District	3102000	48	33	68.8%
64	Division Of Youth Services School System	6094000	FERPA	FERPA	
65	Dollarway School District	3502000	96	54	56.3%
66	Dover School District	5802000	91	58	63.7%
67	Drew Central School District	2202000	59	25	42.4%
68	Dumas School District	2104000	89	35	39.3%
69	Earle School District	1802000	47	21	44.7%
70	East End School District	5301000	38	18	47.4%
71	East Poinsett Co. School Dist.	5608000	46	26	56.5%
72	El Dorado School District	7001000	271	183	67.5%
73	Elkins School District	7201000	71	28	39.4%
74	Emerson-Taylor-Bradley School District	1408000	60	36	60.0%
75	England School District	4302000	44	20	45.5%
76	Estem Public Charter School	6047700	125	86	68.8%
77	Estem Public Charter Schools	6047700	FERPA	FERPA	
78	Eureka Springs School District	0802000	41	17	41.5%

NOTE: Counts of 10 or less are not shown due to FERPA.   ADHE Prepared 7/8/2016

79	Farmington School District	7202000	161	78	48.4%
80	Fayetteville School District	7203000	617	310	50.2%
81	Flippin School District	4501000	54	29	53.7%
82	Fordyce School District	2002000	61	34	55.7%
83	Foreman School District	4102000	42	16	38.1%
84	Forrest City School District	6201000	186	77	41.4%
85	Fort Smith School District	6601000	930	427	45.9%
86	Fouke School District	4603000	71	36	50.7%
87	Fountain Lake School District	2602000	92	49	53.3%
88	Genoa Central School District	4602000	63	20	31.7%
89	Gentry School District	0403000	97	39	40.2%
90	Glen Rose School District	3002000	84	40	47.6%
91	Gosnell School District	4708000	79	49	62.0%
92	Gravette School District	0404000	132	47	35.6%
93	Green Forest School District	0803000	90	39	43.3%
94	Greenbrier School District	2303000	245	167	68.2%
95	Greene County Tech School District	2807000	225	131	58.2%
96	Greenland School District	7204000	59	21	35.6%
97	Greenwood School District	6602000	266	169	63.5%
98	Gurdon School District	1003000	52	24	46.2%
99	Guy-Perkins School District	2304000	31	14	45.2%
100	Haas Hall Academy	7240700	64	43	67.2%
101	Hackett School District	6603000	44	19	43.2%
102	Hamburg School District	0203000	119	57	47.9%
103	Hampton School District	0701000	31	16	51.6%
104	Harmony Grove Sch Dist (Saline)	6304000	82	49	59.8%
105	Harmony Grove School District (Ouachita)	5205000	67	47	70.1%
106	Harrisburg School District	5602000	79	36	45.6%
107	Harrison School District	0503000	199	121	60.8%
108	Hartford School District	6604000	28	FERPA	
109	Hazen School District	5903000	51	21	41.2%
110	Heber Springs School District	1202000	128	61	47.7%
111	Hector School District	5803000	36	11	30.6%
112	Helena/ West Helena School District	5403000	116	72	62.1%
113	Hermitage School District	0601000	34	19	55.9%
114	Highland School District	6804000	96	50	52.1%
115	Hillcrest School District	3809000	39	28	71.8%
116	Hope School District	2903000	112	57	50.9%
117	Horatio School District	6703000	59	31	52.5%
118	Hot Springs School District	2603000	154	53	34.4%
119	Hoxie School District	3804000	68	30	44.1%
120	Hughes School District	6202000	26	FERPA	
121	Huntsville School District	4401000	149	45	30.2%
122	Izard County Consolidated School District	3306000	30	12	40.0%
123	Jackson Co. School District	3405000	47	21	44.7%
124	Jasper School District	5102000	63	33	52.4%
125	Jessieville School District	2604000	63	37	58.7%
126	Jonesboro School District	1608000	345	153	44.3%
127	Junction City School District	7003000	52	24	46.2%
128	Kipp Delta Public Schools	5440700	35	24	68.6%
129	Kirby School District	5503000	40	16	40.0%
130	Lafayette County School District	3704000	43	25	58.1%
131	Lake Hamilton School District	2605000	317	187	59.0%
132	Lakeside School Dist (Chicot)	0903000	63	23	36.5%
133	Lakeside School Dist (Garland)	2606000	210	137	65.2%
134	Lamar School District	3604000	83	50	60.2%
135	Lavaca School District	6605000	55	26	47.3%
136	Lawrence County School District	3810000	60	29	48.3%
137	Lead Hill School District	0506000	25	FERPA	
138	Lee County School District	3904000	50	28	56.0%
139	Lincoln School District	7205000	89	31	34.8%
140	Lisa Academy	6041700	57	39	68.4%
141	Little Rock School District	6001000	1,306	649	49.7%
142	Lonoke School District	4301000	147	68	46.3%
143	Magazine School District	4202000	39	20	51.3%
144	Magnet Cove School Dist.	3003000	44	28	63.6%
145	Magnolia School District	1402000	189	113	59.8%
146	Malvern School District	3004000	129	69	53.5%
147	Mammoth Spring School District	2501000	33	18	54.5%
148	Manila School District	4712000	82	41	50.0%
149	Mansfield School District	6606000	75	36	48.0%
150	Marion School District	1804000	261	134	51.3%
151	Marked Tree School District	5604000	37	17	45.9%
152	Marmaduke School District	2803000	59	31	52.5%
153	Marvell-Elaine School District	5404000	34	20	58.8%
154	Mayflower School District	2305000	81	52	64.2%
155	Maynard School District	6102000	33	14	42.4%
156	Mccrory School District	7403000	38	25	65.8%
157	Mcgehee School District	2105000	75	43	57.3%
158	Melbourne School District	3302000	63	35	55.6%
159	Mena School District	5703000	148	76	51.4%
160	Midland School District	3211000	31	22	71.0%
161	Mineral Springs School District	3104000	29	20	69.0%
162	Monticello School District	2203000	151	88	58.3%
163	Mount Ida School District	4902000	36	19	52.8%
164	Mountain Home School District	0303000	240	121	50.4%
165	Mountain Pine School District	2607000	25	13	52.0%
166	Mountain View School District	6901000	94	54	57.4%

NOTE: Counts of 10 or less are not shown due to FERPA.   Page **2** of 3

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167	Mountainburg School District	1703000	30	FERPA	
168	Mt. Vernon/Enola School District	2306000	32	18	56.3%
169	Mulberry School District	1704000	25	18	72.0%
170	N. Little Rock School District	6002000	472	230	48.7%
171	Nashville School District	3105000	132	73	55.3%
172	Nemo Vista School District	1503000	32	19	59.4%
173	Nettleton School District	1611000	220	122	55.5%
174	Nevada School District	5008000	27	13	48.1%
175	Newport School District	3403000	91	44	48.4%
176	Norfork School District	0304000	34	17	50.0%
177	Omaha School District	0504000	28	12	42.9%
178	Osceola School District	4713000	88	30	34.1%
179	Ouachita River School District	5706000	53	22	41.5%
180	Ouachita School District	3005000	25	21	84.0%
181	Ozark Mountain School District	6505000	47	25	53.2%
182	Ozark School District	2404000	118	69	58.5%
183	Palestine-Wheatley Sch. Dist.	6205000	48	24	50.0%
184	Pangburn School District	7309000	44	18	40.9%
185	Paragould School District	2808000	141	68	48.2%
186	Paris School District	4203000	80	45	56.3%
187	Parkers Chapel School Dist.	7007000	55	37	67.3%
188	Pea Ridge School District	0407000	121	61	50.4%
189	Perryville School District	5303000	81	45	55.6%
190	Piggott School District	1104000	60	20	33.3%
191	Pine Bluff School District	3505000	240	118	49.2%
192	Pocahontas School District	6103000	115	77	67.0%
193	Pottsville School District	5804000	101	50	49.5%
194	Poyen School District	2703000	50	21	42.0%
195	Prairie Grove School District	7206000	118	53	44.9%
196	Prescott School District	5006000	57	43	75.4%
197	Pulaski County Special School District	6003000	980	496	50.6%
198	Quitman School District	1203000	53	31	58.5%
199	Rector School District	1106000	29	15	51.7%
200	Responsive Ed Solutions Premier High School Of Lit	6053700	FERPA	FERPA	
201	Rivercrest School District 57	4706000	95	54	56.8%
202	Riverside School District	1613000	51	27	52.9%
203	Riverview School District	7307000	101	37	36.6%
204	Rogers School District	0405000	964	423	43.9%
205	Rose Bud School District	7310000	55	22	40.0%
206	Russellville School District	5805000	352	197	56.0%
207	Salem School District	2502000	57	25	43.9%
208	Scranton School District	4204000	32	17	53.1%
209	Searcy County School District	6502000	67	45	67.2%
210	Searcy School District	7311000	235	120	51.1%
211	Sheridan School District	2705000	258	157	60.9%
212	Shirley School District	7104000	34	FERPA	
213	Siatech Little Rock Charter	6052700	23	FERPA	
214	Siloam Springs School District	0406000	288	109	37.8%
215	Sloan-Hendrix School District	3806000	45	24	53.3%
216	Smackover-Norphlet School District	7008000	85	49	57.6%
217	South Conway County School District	1507000	166	100	60.2%
218	South Pike County School District	5504000	51	29	56.9%
219	South Side Sch Dist(Vanburen)	7105000	40	18	45.0%
220	Southside School District (Independence)	3209000	104	71	68.3%
221	Spring Hill School District	2906000	40	25	62.5%
222	Springdale School District	7207000	1,238	450	36.3%
223	Star City School District	4003000	109	54	49.5%
224	Strong-Huttig School District	7009000	29	13	44.8%
225	Stuttgart School District	0104000	118	71	60.2%
226	Texarkana School District	4605000	251	69	27.5%
227	Trumann School District	5605000	95	42	44.2%
228	Two Rivers School District	7510000	67	25	37.3%
229	Valley Springs School District	0505000	72	42	58.3%
230	Valley View School District	1612000	173	110	63.6%
231	Van Buren School District	1705000	371	189	50.9%
232	Vilonia School District	2307000	209	126	60.3%
233	Viola School District	2503000	33	18	54.5%
234	Waldron School District	6401000	104	46	44.2%
235	Warren School District	0602000	108	53	49.1%
236	Watson Chapel School District	3509000	216	122	56.5%
237	West Fork School District	7208000	79	33	41.8%
238	West Memphis School District	1803000	343	135	39.4%
239	West Side School Dist(Cleburne	1204000	32	22	68.8%
240	Western Yell Co. School Dist.	7509000	40	21	52.5%
241	Westside Cons. Sch Dist(Craigh	1602000	99	57	57.6%
242	Westside School Dist(Johnson)	3606000	48	22	45.8%
243	White Co. Central School Dist.	7304000	39	15	38.5%
244	White Hall School District	3510000	223	137	61.4%
245	Wonderview School District	1505000	30	24	80.0%
246	Woodlawn School District	1304000	45	24	53.3%
247	Wynne School District	1905000	172	88	51.2%
248	Yellville-Summit School Dist.	4502000	65	28	43.1%
All Public HS Districts			**7,551**	**3,585**	**47.5%**

NOTE: Counts of 10 or less are not shown due to FERPA.

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Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2016	1	2015	Academics Plus School District	30											
2016	1	2015	Alma School District	237		37			14	51					
2016	1	2015	Alpena School District	25											
2016	1	2015	Ark. School For The Blind												
2016	1	2015	Ark. School For The Deaf												
2016	1	2015	Arkadelphia School District	107			40								
2016	1	2015	Arkansas Arts Academy	57					15						
2016	1	2015	Armorel School District	41											
2016	1	2015	Ashdown School District	92											
2016	1	2015	Atkins School District	56		19									
2016	1	2015	Augusta School District	25											
2016	1	2015	Bald Knob School District	95											
2016	1	2015	Barton-Lexa School District	59											
2016	1	2015	Batesville School District	173	19				11						
2016	1	2015	Bauxite School District	128		11									
2016	1	2015	Bay School District	36											
2016	1	2015	Bearden School District	47											
2016	1	2015	Beebe School District	193	22										
2016	1	2015	Benton School District	334	24		17		24		11				38
2016	1	2015	Bentonville School District	897					161						36
2016	1	2015	Bergman School District	79											
2016	1	2015	Berryville School District	116		15									
2016	1	2015	Bismarck School District	78			21								
2016	1	2015	Blevins School District	38											
2016	1	2015	Blytheville School District	150											
2016	1	2015	Booneville School District	100		17				15					
2016	1	2015	Bradford School District	35											
2016	1	2015	Brinkley School District	40											
2016	1	2015	Brookland School District	114	31										
2016	1	2015	Bryant School District	589	46	24	31		55		39				62
2016	1	2015	Buffalo Is. Central Sch. Dist.	49	11										
2016	1	2015	Cabot School District	639	55	14			39						57
2016	1	2015	Caddo Hills School District	28											
2016	1	2015	Calico Rock School District	22											
2016	1	2015	Camden Fairview School District	146				15							
2016	1	2015	Carlisle School District	46											
2016	1	2015	Cave City School District	93	11										
2016	1	2015	Cedar Ridge School District	64											
2016	1	2015	Cedarville School District	62						18					
2016	1	2015	Centerpoint School District	73			14								
2016	1	2015	Charleston School District	77		17				23					
2016	1	2015	Clarendon School District	41											
2016	1	2015	Clarksville School District	161		65									
2016	1	2015	Cleveland County School District	41											
2016	1	2015	Clinton School District	83		11									
2016	1	2015	Concord School District	33											
2016	1	2015	Conway School District	581		16			59						102
2016	1	2015	Corning School District	56											
2016	1	2015	Cossatot River School District	75											

NOTE: Counts of 10 or less are not shown due to FERPA.

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Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUB	ASUMH	ASUMS	ASUN	BRTC	CCCUA	CotO	EACC	NAC	NPC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2016	1	2015	Academics Plus School District	30																					
2016	1	2015	Alma School District	237																					
2016	1	2015	Alpena School District	25																					
2016	1	2015	Ark. School For The Blind																						
2016	1	2015	Ark. School For The Deaf																						
2016	1	2015	Arkadelphia School District	107																					
2016	1	2015	Arkansas Arts Academy	57																					
2016	1	2015	Armorel School District	41																					
2016	1	2015	Ashdown School District	92						12															
2016	1	2015	Atkins School District	56																					
2016	1	2015	Augusta School District	25																					
2016	1	2015	Bald Knob School District	95	21																				
2016	1	2015	Barton-Lexa School District	59													30								
2016	1	2015	Batesville School District	173																			45		
2016	1	2015	Bauxite School District	128														35							
2016	1	2015	Bay School District	36																					
2016	1	2015	Bearden School District	47																					
2016	1	2015	Beebe School District	193	69																				
2016	1	2015	Benton School District	334														53							
2016	1	2015	Bentonville School District	897											179										
2016	1	2015	Bergman School District	79									34												
2016	1	2015	Berryville School District	116									15												
2016	1	2015	Bismarck School District	78																					
2016	1	2015	Blevins School District	38																				16	
2016	1	2015	Blytheville School District	150																					
2016	1	2015	Booneville School District	100																					
2016	1	2015	Bradford School District	35																					
2016	1	2015	Brinkley School District	40																					
2016	1	2015	Brookland School District	114				25																	
2016	1	2015	Bryant School District	589														70							
2016	1	2015	Buffalo Is. Central Sch. Dist.	49																					
2016	1	2015	Cabot School District	639	135																				
2016	1	2015	Caddo Hills School District	28																					
2016	1	2015	Calico Rock School District	22																					
2016	1	2015	Camden Fairview School District	146																	29				
2016	1	2015	Carlisle School District	46																					
2016	1	2015	Cave City School District	93																			27		
2016	1	2015	Cedar Ridge School District	64																			21		
2016	1	2015	Cedarville School District	62																					
2016	1	2015	Centerpoint School District	73										11											
2016	1	2015	Charleston School District	77																					
2016	1	2015	Clarendon School District	41																					
2016	1	2015	Clarksville School District	161																					
2016	1	2015	Cleveland County School District	41																					
2016	1	2015	Clinton School District	83																					21
2016	1	2015	Concord School District	33	12																				
2016	1	2015	Conway School District	581																					96
2016	1	2015	Corning School District	56																					
2016	1	2015	Cossatot River School District	75													20								

ADHE Prepared 7/8/2016

Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ABC	CBC	CRC	EC	HC	HU	JBU	LC	OBU	PSC	SC	UO	WBC	BSN	JSN	4-Year Universities	2-Year Colleges	Private/ Independents	Nursing
2016	1	2015	Academics Plus School District	30																18			
2016	1	2015	Alma School District	237																115			
2016	1	2015	Alpena School District	25																			
2016	1	2015	Ark. School For The Blind																				
2016	1	2015	Ark. School For The Deaf																				
2016	1	2015	Arkadelphia School District	107									12							50		14	
2016	1	2015	Arkansas Arts Academy	57																18			
2016	1	2015	Armorel School District	41																			
2016	1	2015	Ashdown School District	92																38	13		
2016	1	2015	Atkins School District	56																22			
2016	1	2015	Augusta School District	25																			
2016	1	2015	Bald Knob School District	95																	28		
2016	1	2015	Barton-Lexa School District	59																11	31		
2016	1	2015	Batesville School District	173																39	46	20	
2016	1	2015	Bauxite School District	128																35	36		
2016	1	2015	Bay School District	36																	12		
2016	1	2015	Bearden School District	47																16	10		
2016	1	2015	Beebe School District	193																50	71	11	
2016	1	2015	Benton School District	334																126	56	22	
2016	1	2015	Bentonville School District	897																213	180	26	
2016	1	2015	Bergman School District	79																	34		
2016	1	2015	Berryville School District	116																27	17		
2016	1	2015	Bismarck School District	78																34	11		
2016	1	2015	Blevins School District	38																	16		
2016	1	2015	Blytheville School District	150																18	38		
2016	1	2015	Booneville School District	100																38			
2016	1	2015	Bradford School District	35																	14		
2016	1	2015	Brinkley School District	40																			
2016	1	2015	Brookland School District	114																39	27	13	
2016	1	2015	Bryant School District	589																272	71	28	
2016	1	2015	Buffalo Is. Central Sch. Dist.	49																15	11		
2016	1	2015	Cabot School District	639																179	144	18	
2016	1	2015	Caddo Hills School District	28																	12		
2016	1	2015	Calico Rock School District	22																	12		
2016	1	2015	Camden Fairview School District	146																41	30		
2016	1	2015	Carlisle School District	46																12	11		
2016	1	2015	Cave City School District	93																15	38		
2016	1	2015	Cedar Ridge School District	64																	26		
2016	1	2015	Cedarville School District	62																31			
2016	1	2015	Centerpoint School District	73																26	15		
2016	1	2015	Charleston School District	77																52			
2016	1	2015	Clarendon School District	41																16			
2016	1	2015	Clarksville School District	161																82		13	
2016	1	2015	Cleveland County School District	41																19	15		
2016	1	2015	Clinton School District	83																23	26		
2016	1	2015	Concord School District	33																	19		
2016	1	2015	Conway School District	581					18				14							199	112	47	
2016	1	2015	Corning School District	56																11			
2016	1	2015	Cossatot River School District	75																13	26		

NOTE: Counts of 10 or less are not shown due to FERPA.

ADHE Prepared 7/8/2016

Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2016	1	2015	Cotter School District	43											
2016	1	2015	County Line School District	38		14									
2016	1	2015	Cross County School District	39											
2016	1	2015	Crossett School District	115								26			
2016	1	2015	Cutter-Morning Star School District	42											
2016	1	2015	Danville School District	50		18									
2016	1	2015	Dardanelle School District	130		38									
2016	1	2015	Decatur School District	36											
2016	1	2015	Deer/Mt. Judea School District	30											
2016	1	2015	Dequeen School District	146			11	13							
2016	1	2015	Dermott School District	27											
2016	1	2015	Des Arc School District	48											
2016	1	2015	Dewitt School District	89											
2016	1	2015	Dierks School District	48											
2016	1	2015	Division Of Youth Services School System												
2016	1	2015	Dollarway School District	96										33	
2016	1	2015	Dover School District	91		44									
2016	1	2015	Drew Central School District	59								26			
2016	1	2015	Dumas School District	89								17			
2016	1	2015	Earle School District	47											
2016	1	2015	East End School District	38											
2016	1	2015	East Poinsett Co. School Dist.	46											
2016	1	2015	El Dorado School District	272					37	20					19
2016	1	2015	Elkins School District	71					13						
2016	1	2015	Emerson-Taylor-Bradley School District	60				22							
2016	1	2015	England School District	44											
2016	1	2015	Estem Public Charter School	125					16		23				
2016	1	2015	Estem Public Charter Schools												
2016	1	2015	Eureka Springs School District	41											
2016	1	2015	Farmington School District	161					45						
2016	1	2015	Fayetteville School District	611					215						17
2016	1	2015	Flippin School District	54											
2016	1	2015	Fordyce School District	61											
2016	1	2015	Foreman School District	42											
2016	1	2015	Forrest City School District	186	11										13
2016	1	2015	Fort Smith School District	930		33			67	255					50
2016	1	2015	Fouke School District	71			13								
2016	1	2015	Fountain Lake School District	92											
2016	1	2015	Genoa Central School District	63											
2016	1	2015	Gentry School District	97											
2016	1	2015	Glen Rose School District	84											
2016	1	2015	Gosnell School District	79											
2016	1	2015	Gravette School District	132					15						
2016	1	2015	Green Forest School District	91											
2016	1	2015	Greenbrier School District	245		15			13						46
2016	1	2015	Greene County Tech School District	225	68										
2016	1	2015	Greenland School District	59											
2016	1	2015	Greenwood School District	266		34			21	83					
2016	1	2015	Gurdon School District	52			13								
2016	1	2015	Guy-Perkins School District	31											
2016	1	2015	Haas Hall Academy	64					28						
2016	1	2015	Hackett School District	44						14					

NOTE: Counts of 10 or less are not shown due to FERPA.

ADHE Prepared 7/8/2016

Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUB	ASUMH	ASUMS	ASUN	BRTC	CCCUA	CotO	EACC	NAC	NPC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2016	1	2015	Cotter School District	43		15																			
2016	1	2015	County Line School District	38																					
2016	1	2015	Cross County School District	39						11															
2016	1	2015	Crossett School District	115																					
2016	1	2015	Cutter-Morning Star School District	42										12											
2016	1	2015	Danville School District	50																					
2016	1	2015	Dardanelle School District	130																					11
2016	1	2015	Decatur School District	36																					
2016	1	2015	Deer/Mt. Judea School District	30									14												
2016	1	2015	Dequeen School District	146						41															
2016	1	2015	Dermott School District	27																					
2016	1	2015	Des Arc School District	48	15																				
2016	1	2015	Dewitt School District	89													24								
2016	1	2015	Dierks School District	48						18															
2016	1	2015	Division Of Youth Services School System																						
2016	1	2015	Dollarway School District	96																		16			
2016	1	2015	Dover School District	91																					
2016	1	2015	Drew Central School District	59																					
2016	1	2015	Dumas School District	89																					
2016	1	2015	Earle School District	47																					
2016	1	2015	East End School District	38																					14
2016	1	2015	East Poinsett Co. School Dist.	46																					
2016	1	2015	El Dorado School District	272																64					
2016	1	2015	Elkins School District	71																					
2016	1	2015	Emerson-Taylor-Bradley School District	60																					
2016	1	2015	England School District	44																					
2016	1	2015	Estem Public Charter School	125														13							
2016	1	2015	Estem Public Charter Schools																						
2016	1	2015	Eureka Springs School District	41																					
2016	1	2015	Farmington School District	161											14										
2016	1	2015	Fayetteville School District	611											58										
2016	1	2015	Flippin School District	54		15																			
2016	1	2015	Fordyce School District	61																					
2016	1	2015	Foreman School District	42																					
2016	1	2015	Forrest City School District	186								40													
2016	1	2015	Fort Smith School District	930																					
2016	1	2015	Fouke School District	71																				11	
2016	1	2015	Fountain Lake School District	92									24												
2016	1	2015	Genoa Central School District	63																					
2016	1	2015	Gentry School District	97											23										
2016	1	2015	Glen Rose School District	84																					
2016	1	2015	Gosnell School District	79																					
2016	1	2015	Gravette School District	132											20										
2016	1	2015	Green Forest School District	91									21												
2016	1	2015	Greenbrier School District	245																					48
2016	1	2015	Greene County Tech School District	225					30																
2016	1	2015	Greenland School District	59																					
2016	1	2015	Greenwood School District	266																					
2016	1	2015	Gurdon School District	52																					
2016	1	2015	Guy-Perkins School District	31																					
2016	1	2015	Haas Hall Academy	64																					
2016	1	2015	Hackett School District	44																					

NOTE: Counts of 10 or less are not shown due to FERPA.

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Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ABC	CBC	CRC	EC	HC	HU	JBU	LC	OBU	PSC	SC	UO	WBC	BSN	JSN	4-Year Universities	2-Year Colleges	Private/ Independents	Nursing
2016	1	2015	Cotter School District	43																	15		
2016	1	2015	County Line School District	38																24			
2016	1	2015	Cross County School District	39																	14		
2016	1	2015	Crossett School District	115																53			
2016	1	2015	Cutter-Morning Star School District	42																	13		
2016	1	2015	Danville School District	50																24			
2016	1	2015	Dardanelle School District	130																49	11		
2016	1	2015	Decatur School District	36																			
2016	1	2015	Deer/Mt. Judea School District	30																	15		
2016	1	2015	Dequeen School District	146																39	41		
2016	1	2015	Dermott School District	27																13			
2016	1	2015	Des Arc School District	48																	15		
2016	1	2015	Dewitt School District	89																24	27		
2016	1	2015	Dierks School District	48																	22		
2016	1	2015	Division Of Youth Services School System																				
2016	1	2015	Dollarway School District	96																38	16		
2016	1	2015	Dover School District	91																51			
2016	1	2015	Drew Central School District	59																34			
2016	1	2015	Dumas School District	89																38			
2016	1	2015	Earle School District	47																			
2016	1	2015	East End School District	38																	16		
2016	1	2015	East Poinsett Co. School Dist.	46																19			
2016	1	2015	El Dorado School District	272																108	68		
2016	1	2015	Elkins School District	71																18			
2016	1	2015	Emerson-Taylor-Bradley School District	60																27			
2016	1	2015	England School District	44																	13		
2016	1	2015	Estem Public Charter School	125																69	13		
2016	1	2015	Estem Public Charter Schools																				
2016	1	2015	Eureka Springs School District	41																			
2016	1	2015	Farmington School District	161																60	14		
2016	1	2015	Fayetteville School District	611																246	60		
2016	1	2015	Flippin School District	54																	22		
2016	1	2015	Fordyce School District	61																23	11		
2016	1	2015	Foreman School District	42																			
2016	1	2015	Forrest City School District	186																36	40		
2016	1	2015	Fort Smith School District	930																417		11	
2016	1	2015	Fouke School District	71																22	12		
2016	1	2015	Fountain Lake School District	92																21	26		
2016	1	2015	Genoa Central School District	63																14			
2016	1	2015	Gentry School District	97																16	23		
2016	1	2015	Glen Rose School District	84																35			
2016	1	2015	Gosnell School District	79																14	32		
2016	1	2015	Gravette School District	132																23	22		
2016	1	2015	Green Forest School District	91																15	21		
2016	1	2015	Greenbrier School District	245		11														88	57	22	
2016	1	2015	Greene County Tech School District	225																84	35	12	
2016	1	2015	Greenland School District	59																12			
2016	1	2015	Greenwood School District	266																156		11	
2016	1	2015	Gurdon School District	52																17			
2016	1	2015	Guy-Perkins School District	31																	13		
2016	1	2015	Haas Hall Academy	64																30		12	
2016	1	2015	Hackett School District	44																18			

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Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2016	1	2015	Hamburg School District	120								37			
2016	1	2015	Hampton School District	31											
2016	1	2015	Harmony Grove Sch Dist(Saline)	82		12									
2016	1	2015	Harmony Grove School District (Ouachita)	67			16								
2016	1	2015	Harrisburg School District	79	18										
2016	1	2015	Harrison School District	199		17			11						11
2016	1	2015	Hartford School District	28											
2016	1	2015	Hazen School District	51											
2016	1	2015	Heber Springs School District	128											11
2016	1	2015	Hector School District	36											
2016	1	2015	Helena/ West Helena School District	116											
2016	1	2015	Hermitage School District	34								11			
2016	1	2015	Highland School District	96											
2016	1	2015	Hillcrest School District	39											
2016	1	2015	Hope School District	112				11							
2016	1	2015	Horatio School District	60											
2016	1	2015	Hot Springs School District	154											
2016	1	2015	Hoxie School District	68											
2016	1	2015	Hughes School District	26											
2016	1	2015	Huntsville School District	149											
2016	1	2015	Izard County Consolidated School District	30											
2016	1	2015	Jackson Co. School District	47											
2016	1	2015	Jasper School District	63											
2016	1	2015	Jessieville School District	63											
2016	1	2015	Jonesboro School District	345	68				32						
2016	1	2015	Junction City School District	52											
2016	1	2015	Kipp Delta Public Schools	35											
2016	1	2015	Kirby School District	40											
2016	1	2015	Lafayette County School District	43				11							
2016	1	2015	Lake Hamilton School District	317		23	16		19						17
2016	1	2015	Lakeside School Dist(Chicot)	63											
2016	1	2015	Lakeside School Dist(Garland)	210	11		22		24						14
2016	1	2015	Lamar School District	83		34									
2016	1	2015	Lavaca School District	55						15					
2016	1	2015	Lawrence County School District	60	12										
2016	1	2015	Lead Hill School District	25											
2016	1	2015	Lee County School District	50											
2016	1	2015	Lincoln School District	89											
2016	1	2015	Lisa Academy	57							14				
2016	1	2015	Little Rock School District	1308	24	51	19	11	113		97	11		30	89
2016	1	2015	Lonoke School District	148											14
2016	1	2015	Magazine School District	39											
2016	1	2015	Magnet Cove School Dist.	44											
2016	1	2015	Magnolia School District	190				66							
2016	1	2015	Malvern School District	129											
2016	1	2015	Mammoth Spring School District	33											
2016	1	2015	Manila School District	82											
2016	1	2015	Mansfield School District	75						20					
2016	1	2015	Marion School District	261	15				28		17				

NOTE: Counts of 10 or less are not shown due to FERPA.

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Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUB	ASUMH	ASUMS	ASUN	BRTC	CCCUA	CotO	EACC	NAC	NPC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2016	1	2015	Hamburg School District	120																					
2016	1	2015	Hampton School District	31																					
2016	1	2015	Harmony Grove Sch Dist(Saline)	82																					
2016	1	2015	Harmony Grove School District (Ouachita)	67																	15				
2016	1	2015	Harrisburg School District	79				16																	
2016	1	2015	Harrison School District	199									56												
2016	1	2015	Hartford School District	28																					
2016	1	2015	Hazen School District	51	15																				
2016	1	2015	Heber Springs School District	128	35																				
2016	1	2015	Hector School District	36																					
2016	1	2015	Helena/ West Helena School District	116													38								
2016	1	2015	Hermitage School District	34																					
2016	1	2015	Highland School District	96												19									
2016	1	2015	Hillcrest School District	39																					
2016	1	2015	Hope School District	112																				27	
2016	1	2015	Horatio School District	60						21															
2016	1	2015	Hot Springs School District	154										28											
2016	1	2015	Hoxie School District	68						15															
2016	1	2015	Hughes School District	26																					
2016	1	2015	Huntsville School District	149												12									
2016	1	2015	Izard County Consolidated School District	30																					
2016	1	2015	Jackson Co. School District	47				16																	
2016	1	2015	Jasper School District	63										17											
2016	1	2015	Jessieville School District	63										17											
2016	1	2015	Jonesboro School District	345				31																	
2016	1	2015	Junction City School District	52																					
2016	1	2015	Kipp Delta Public Schools	35																					
2016	1	2015	Kirby School District	40																					
2016	1	2015	Lafayette County School District	43																					
2016	1	2015	Lake Hamilton School District	317										81											
2016	1	2015	Lakeside School Dist(Chicot)	63																					
2016	1	2015	Lakeside School Dist(Garland)	210										38											
2016	1	2015	Lamar School District	83																					
2016	1	2015	Lavaca School District	55																					
2016	1	2015	Lawrence County School District	60																					
2016	1	2015	Lead Hill School District	25																					
2016	1	2015	Lee County School District	50																					
2016	1	2015	Lincoln School District	89												11									
2016	1	2015	Lisa Academy	57																					
2016	1	2015	Little Rock School District	1308														113							
2016	1	2015	Lonoke School District	148	22																				
2016	1	2015	Magazine School District	39																					
2016	1	2015	Magnet Cove School Dist.	44																					
2016	1	2015	Magnolia School District	190																	11				
2016	1	2015	Malvern School District	129							24														
2016	1	2015	Mammoth Spring School District	33																					
2016	1	2015	Manila School District	82																					
2016	1	2015	Mansfield School District	75																					
2016	1	2015	Marion School District	261				54																	

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Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ABC	CBC	CRC	EC	HC	HU	JBU	LC	OBU	PSC	SC	UO	WBC	BSN	JSN	4-Year Universities	2-Year Colleges	Private/ Independents	Nursing
2016	1	2015	Hamburg School District	120																68			
2016	1	2015	Hampton School District	31																12			
2016	1	2015	Harmony Grove Sch Dist(Saline)	82																30	14		
2016	1	2015	Harmony Grove School District (Ouachita)	67																30	15		
2016	1	2015	Harrisburg School District	79																19	17		
2016	1	2015	Harrison School District	199																54	57	11	
2016	1	2015	Hartford School District	28																			
2016	1	2015	Hazen School District	51																12	16		
2016	1	2015	Heber Springs School District	128																31	35	16	
2016	1	2015	Hector School District	36																			
2016	1	2015	Helena/ West Helena School District	116																35	38		
2016	1	2015	Hermitage School District	34																14			
2016	1	2015	Highland School District	96																18	32		
2016	1	2015	Hillcrest School District	39																	19		
2016	1	2015	Hope School District	112																27	30		
2016	1	2015	Horatio School District	60																	21		
2016	1	2015	Hot Springs School District	154																22	28		
2016	1	2015	Hoxie School District	68																14	16		
2016	1	2015	Hughes School District	26																			
2016	1	2015	Huntsville School District	149																27	18		
2016	1	2015	Izard County Consolidated School District	30																			
2016	1	2015	Jackson Co. School District	47																	17		
2016	1	2015	Jasper School District	63																12	21		
2016	1	2015	Jessieville School District	63																19	17		
2016	1	2015	Jonesboro School District	345																114	38		
2016	1	2015	Junction City School District	52																14			
2016	1	2015	Kipp Delta Public Schools	35																14			
2016	1	2015	Kirby School District	40																	11		
2016	1	2015	Lafayette County School District	43																16			
2016	1	2015	Lake Hamilton School District	317																97	83	14	
2016	1	2015	Lakeside School Dist(Chicot)	63																23			
2016	1	2015	Lakeside School Dist(Garland)	210																83	42	13	
2016	1	2015	Lamar School District	83																41			
2016	1	2015	Lavaca School District	55																27			
2016	1	2015	Lawrence County School District	60																13	11		
2016	1	2015	Lead Hill School District	25																			
2016	1	2015	Lee County School District	50																17			
2016	1	2015	Lincoln School District	89																19	12		
2016	1	2015	Lisa Academy	57																30			
2016	1	2015	Little Rock School District	1308	27				24					24						446	121	91	
2016	1	2015	Lonoke School District	148																52	24		
2016	1	2015	Magazine School District	39																18			
2016	1	2015	Magnet Cove School Dist.	44																19			
2016	1	2015	Magnolia School District	190																95	16		
2016	1	2015	Malvern School District	129																37	25		
2016	1	2015	Mammoth Spring School District	33																	13		
2016	1	2015	Manila School District	82																	30		
2016	1	2015	Mansfield School District	75																33			
2016	1	2015	Marion School District	261																76	57		

NOTE: Counts of 10 or less are not shown due to FERPA.

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Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2016	1	2015	Marked Tree School District	37											
2016	1	2015	Marmaduke School District	59	16										
2016	1	2015	Marvell-Elaine School District	34											
2016	1	2015	Mayflower School District	81											
2016	1	2015	Maynard School District	33											
2016	1	2015	Mccrory School District	38											
2016	1	2015	Mcgehee School District	75								26			
2016	1	2015	Melbourne School District	63											
2016	1	2015	Mena School District	148											
2016	1	2015	Midland School District	31											
2016	1	2015	Mineral Springs School District	29											
2016	1	2015	Monticello School District	151	11							44			12
2016	1	2015	Mount Ida School District	36											
2016	1	2015	Mountain Home School District	240	13				21						
2016	1	2015	Mountain Pine School District	25											
2016	1	2015	Mountain View School District	94		11									
2016	1	2015	Mountainburg School District	30											
2016	1	2015	Mt. Vernon/Enola School District	32											
2016	1	2015	Mulberry School District	25											
2016	1	2015	N. Little Rock School District	476	13	12	15		32		23				30
2016	1	2015	Nashville School District	132				12							
2016	1	2015	Nemo Vista School District	32											
2016	1	2015	Nettleton School District	221	61										
2016	1	2015	Nevada School District	27											
2016	1	2015	Newport School District	91											
2016	1	2015	Norfork School District	34											
2016	1	2015	Omaha School District	28											
2016	1	2015	Osceola School District	88											
2016	1	2015	Ouachita River School District	53											
2016	1	2015	Ouachita School District	25											
2016	1	2015	Ozark Mountain School District	47											
2016	1	2015	Ozark School District	118		43									
2016	1	2015	Palestine-Wheatley Sch. Dist.	48											
2016	1	2015	Pangburn School District	44											
2016	1	2015	Paragould School District	141	35										
2016	1	2015	Paris School District	80		30									
2016	1	2015	Parkers Chapel School Dist.	55				15							
2016	1	2015	Pea Ridge School District	121											
2016	1	2015	Perryville School District	81		13									
2016	1	2015	Piggott School District	60											
2016	1	2015	Pine Bluff School District	240										74	
2016	1	2015	Pocahontas School District	115	15										
2016	1	2015	Pottsville School District	101		34									
2016	1	2015	Poyen School District	50											
2016	1	2015	Prairie Grove School District	118					23						
2016	1	2015	Prescott School District	57											
2016	1	2015	Pulaski County Special School District	981	34	56	15		25		83	15			80
2016	1	2015	Quitman School District	53											
2016	1	2015	Rector School District	29											
2016	1	2015	Responsive Ed Solutions Premier High School Of Lit												

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ADHE Prepared 7/8/2016

Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUB	ASUMH	ASUMS	ASUN	BRTC	CCCUA	CotO	EACC	NAC	NPC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2016	1	2015	Marked Tree School District	37																					
2016	1	2015	Marmaduke School District	59					13																
2016	1	2015	Marvell-Elaine School District	34													11								
2016	1	2015	Mayflower School District	81																					17
2016	1	2015	Maynard School District	33																					
2016	1	2015	Mccrory School District	38				13																	
2016	1	2015	Mcgehee School District	75																					
2016	1	2015	Melbourne School District	63												16									
2016	1	2015	Mena School District	148															36						
2016	1	2015	Midland School District	31																				17	
2016	1	2015	Mineral Springs School District	29						12															
2016	1	2015	Monticello School District	151																					
2016	1	2015	Mount Ida School District	36																					
2016	1	2015	Mountain Home School District	240		88																			
2016	1	2015	Mountain Pine School District	25																					
2016	1	2015	Mountain View School District	94												31									
2016	1	2015	Mountainburg School District	30																					
2016	1	2015	Mt. Vernon/Enola School District	32																					
2016	1	2015	Mulberry School District	25																					
2016	1	2015	N. Little Rock School District	476														75							
2016	1	2015	Nashville School District	132						32															
2016	1	2015	Nemo Vista School District	32																					
2016	1	2015	Nettleton School District	221				31																	
2016	1	2015	Nevada School District	27																					
2016	1	2015	Newport School District	91				20																	
2016	1	2015	Norfork School District	34		17																			
2016	1	2015	Omaha School District	28									11												
2016	1	2015	Osceola School District	88																					
2016	1	2015	Ouachita River School District	53															15						
2016	1	2015	Ouachita School District	25																					
2016	1	2015	Ozark Mountain School District	47									19												
2016	1	2015	Ozark School District	118																					
2016	1	2015	Palestine-Wheatley Sch. Dist.	48								13													
2016	1	2015	Pangburn School District	44	14																				
2016	1	2015	Paragould School District	141					11																
2016	1	2015	Paris School District	80																					
2016	1	2015	Parkers Chapel School Dist.	55																					
2016	1	2015	Pea Ridge School District	121											31										
2016	1	2015	Perryville School District	81																					12
2016	1	2015	Piggott School District	60																					
2016	1	2015	Pine Bluff School District	240																		25			
2016	1	2015	Pocahontas School District	115					39																
2016	1	2015	Pottsville School District	101																					
2016	1	2015	Poyen School District	50							14														
2016	1	2015	Prairie Grove School District	118											18										
2016	1	2015	Prescott School District	57																				23	
2016	1	2015	Pulaski County Special School District	981	38												108								
2016	1	2015	Quitman School District	53	14																				
2016	1	2015	Rector School District	29																					
2016	1	2015	Responsive Ed Solutions Premier High School Of Lit																						

NOTE: Counts of 10 or less are not shown due to FERPA.

ADHE Prepared 7/8/2016

Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ABC	CBC	CRC	EC	HC	HU	JBU	LC	OBU	PSC	SC	UO	WBC	BSN	JSN	4-Year Universities	2-Year Colleges	Private/ Independents	Nursing
2016	1	2015	Marked Tree School District	37																			
2016	1	2015	Marmaduke School District	59																17	14		
2016	1	2015	Marvell-Elaine School District	34																	12		
2016	1	2015	Mayflower School District	81																25	25		
2016	1	2015	Maynard School District	33																			
2016	1	2015	Mccrory School District	38																	18		
2016	1	2015	Mcgehee School District	75																46			
2016	1	2015	Melbourne School District	63																11	24		
2016	1	2015	Mena School District	148																33	38		
2016	1	2015	Midland School District	31																	21		
2016	1	2015	Mineral Springs School District	29																	15		
2016	1	2015	Monticello School District	151																95			
2016	1	2015	Mount Ida School District	36																	13		
2016	1	2015	Mountain Home School District	240																46	90		
2016	1	2015	Mountain Pine School District	25																			
2016	1	2015	Mountain View School District	94																25	39		
2016	1	2015	Mountainburg School District	30																			
2016	1	2015	Mt. Vernon/Enola School District	32																	17		
2016	1	2015	Mulberry School District	25																17			
2016	1	2015	N. Little Rock School District	476																133	77	20	
2016	1	2015	Nashville School District	132																34	34		
2016	1	2015	Nemo Vista School District	32																			
2016	1	2015	Nettleton School District	221																78	39		
2016	1	2015	Nevada School District	27																			
2016	1	2015	Newport School District	91																23	23		
2016	1	2015	Norfork School District	34																	17		
2016	1	2015	Omaha School District	28																	11		
2016	1	2015	Osceola School District	88																11	20		
2016	1	2015	Ouachita River School District	53																	15		
2016	1	2015	Ouachita School District	25																			
2016	1	2015	Ozark Mountain School District	47																	23		
2016	1	2015	Ozark School District	118																63			
2016	1	2015	Palestine-Wheatley Sch. Dist.	48																	16		
2016	1	2015	Pangburn School District	44																	14		
2016	1	2015	Paragould School District	141																52	12		
2016	1	2015	Paris School District	80																38			
2016	1	2015	Parkers Chapel School Dist.	55																25	11		
2016	1	2015	Pea Ridge School District	121																27	32		
2016	1	2015	Perryville School District	81																27	16		
2016	1	2015	Piggott School District	60																13			
2016	1	2015	Pine Bluff School District	240																91	25		
2016	1	2015	Pocahontas School District	115																35	39		
2016	1	2015	Pottsville School District	101																41			
2016	1	2015	Poyen School District	50																	16		
2016	1	2015	Prairie Grove School District	118																31	19		
2016	1	2015	Prescott School District	57																16	26		
2016	1	2015	Pulaski County Special School District	981																328	154	31	
2016	1	2015	Quitman School District	53																16	17		
2016	1	2015	Rector School District	29																11			
2016	1	2015	Responsive Ed Solutions Premier High School Of Lit																				

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ADHE Prepared 7/8/2016

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUJ	ATU	HSU	SAUM	UAF	UAFS	UALR	UAM	UAMS	UAPB	UCA
2016	1	2015	Rivercrest School District 57	95											
2016	1	2015	Riverside School District	51											
2016	1	2015	Riverview School District	101											
2016	1	2015	Rogers School District	969		25			144	13					45
2016	1	2015	Rose Bud School District	56											
2016	1	2015	Russellville School District	352		126									21
2016	1	2015	Salem School District	57											
2016	1	2015	Scranton School District	32											
2016	1	2015	Searcy County School District	67		11									
2016	1	2015	Searcy School District	235	25				14						16
2016	1	2015	Sheridan School District	258	13	18	14					14			18
2016	1	2015	Shirley School District	34											
2016	1	2015	Siatech Little Rock Charter	23											
2016	1	2015	Siloam Springs School District	288					29						
2016	1	2015	Sloan-Hendrix School District	45											
2016	1	2015	Smackover-Norphlet School District	85								11			
2016	1	2015	South Conway County School District	166		13									19
2016	1	2015	South Pike County School District	51											
2016	1	2015	South Side Sch Dist(Vanburen)	40											
2016	1	2015	Southside School District (Independence)	104											
2016	1	2015	Spring Hill School District	40											
2016	1	2015	Springdale School District	1238		23			177						23
2016	1	2015	Star City School District	109								22			
2016	1	2015	Strong-Huttig School District	29											
2016	1	2015	Stuttgart School District	118											
2016	1	2015	Texarkana School District	251		12	17	12							
2016	1	2015	Trumann School District	95	11										
2016	1	2015	Two Rivers School District	67		16									
2016	1	2015	Valley Springs School District	72											
2016	1	2015	Valley View School District	173	62				15						
2016	1	2015	Van Buren School District	372		46			36	92					11
2016	1	2015	Vilonia School District	210		17									40
2016	1	2015	Viola School District	33											
2016	1	2015	Waldron School District	104		15									
2016	1	2015	Warren School District	108								27			
2016	1	2015	Watson Chapel School District	216								13		38	14
2016	1	2015	West Fork School District	79											
2016	1	2015	West Memphis School District	344							11				15
2016	1	2015	West Side School Dist(Cleburne	32											
2016	1	2015	Western Yell Co. School Dist.	40		13									
2016	1	2015	Westside Cons. Sch Dist(Craigh	99	30										
2016	1	2015	Westside School Dist(Johnson)	48		16									
2016	1	2015	White Co. Central School Dist.	39											
2016	1	2015	White Hall School District	223		12			17					12	29
2016	1	2015	Wonderview School District	30											
2016	1	2015	Woodlawn School District	45							14				
2016	1	2015	Wynne School District	172	29										
2016	1	2015	Yellville-Summit School Dist.	65											

NOTE: Counts of 10 or less are not shown due to FERPA.

ADHE Prepared 7/8/2016

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ASUB	ASUMH	ASUMS	ASUN	BRTC	CCCUA	CotO	EACC	NAC	NPC	NWACC	OZC	PCCUA	PTC	RMCC	SACC	SAUT	SEAC	UACCB	UACCH	UACCM
2016	1	2015	Rivercrest School District 57	95																					
2016	1	2015	Riverside School District	51				13																	
2016	1	2015	Riverview School District	101	22																				
2016	1	2015	Rogers School District	969											171										
2016	1	2015	Rose Bud School District	56	23																				
2016	1	2015	Russellville School District	352																					13
2016	1	2015	Salem School District	57		13																			
2016	1	2015	Scranton School District	32																					
2016	1	2015	Searcy County School District	67									22												
2016	1	2015	Searcy School District	235	49																				
2016	1	2015	Sheridan School District	258							11							30							
2016	1	2015	Shirley School District	34	13																				
2016	1	2015	Siatech Little Rock Charter	23																					
2016	1	2015	Siloam Springs School District	288											29										
2016	1	2015	Sloan-Hendrix School District	45				15																	
2016	1	2015	Smackover-Norphlet School District	85																13					
2016	1	2015	South Conway County School District	166																					47
2016	1	2015	South Pike County School District	51																					
2016	1	2015	South Side Sch Dist(Vanburen)	40																					
2016	1	2015	Southside School District (Independence)	104																			46		
2016	1	2015	Spring Hill School District	40																				16	
2016	1	2015	Springdale School District	1238											176										
2016	1	2015	Star City School District	109																		15			
2016	1	2015	Strong-Huttig School District	29																					
2016	1	2015	Stuttgart School District	118													21								
2016	1	2015	Texarkana School District	251																				15	
2016	1	2015	Trumann School District	95				23																	
2016	1	2015	Two Rivers School District	67																					
2016	1	2015	Valley Springs School District	72									32												
2016	1	2015	Valley View School District	173				18																	
2016	1	2015	Van Buren School District	372																					
2016	1	2015	Vilonia School District	210	31																				
2016	1	2015	Viola School District	33																					
2016	1	2015	Waldron School District	104																13					
2016	1	2015	Warren School District	108																					
2016	1	2015	Watson Chapel School District	216																		33			
2016	1	2015	West Fork School District	79																					
2016	1	2015	West Memphis School District	344			73																		
2016	1	2015	West Side School Dist(Cleburne	32																					
2016	1	2015	Western Yell Co. School Dist.	40																					
2016	1	2015	Westside Cons. Sch Dist(Craigh	99				13																	
2016	1	2015	Westside School Dist(Johnson)	48																					
2016	1	2015	White Co. Central School Dist.	39	11																				
2016	1	2015	White Hall School District	223																		24			
2016	1	2015	Wonderview School District	30																					13
2016	1	2015	Woodlawn School District	45																					
2016	1	2015	Wynne School District	172							33														
2016	1	2015	Yellville-Summit School Dist.	65																					

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ADHE Prepared 7/8/2016

Where They Attend:
Public High School Graduates and Where They Enrolled in the 2015 Fall Term

Acad. Yr.	Term	HS Grad. Yr.	District Name	Total	ABC	CBC	CRC	EC	HC	HU	JBU	LC	OBU	PSC	SC	UO	WBC	BSN	JSN	4-Year Universities	2-Year Colleges	Private/ Independents	Nursing
2016	1	2015	Rivercrest School District 57	95																16	35		
2016	1	2015	Riverside School District	51																	16		
2016	1	2015	Riverview School District	101																23	23		
2016	1	2015	Rogers School District	969																233	171	25	
2016	1	2015	Rose Bud School District	56																	23		
2016	1	2015	Russellville School District	352																166	13	18	
2016	1	2015	Salem School District	57																	25		
2016	1	2015	Scranton School District	32																16			
2016	1	2015	Searcy County School District	67																18	26		
2016	1	2015	Searcy School District	235						31										66	50	37	
2016	1	2015	Sheridan School District	258																99	47	13	
2016	1	2015	Shirley School District	34																	14		
2016	1	2015	Siatech Little Rock Charter	23																			
2016	1	2015	Siloam Springs School District	288							30									44	31	36	
2016	1	2015	Sloan-Hendrix School District	45																	17		
2016	1	2015	Smackover-Norphlet School District	85																33	13		
2016	1	2015	South Conway County School District	166																46	50		
2016	1	2015	South Pike County School District	51																16	13		
2016	1	2015	South Side Sch Dist(Vanburen)	40																	11		
2016	1	2015	Southside School District (Independence)	104																13	51		
2016	1	2015	Spring Hill School District	40																12	17		
2016	1	2015	Springdale School District	1238							12									239	181	34	
2016	1	2015	Star City School District	109																40	18		
2016	1	2015	Strong-Huttig School District	29																			
2016	1	2015	Stuttgart School District	118																45	22		
2016	1	2015	Texarkana School District	251																55	16		
2016	1	2015	Trumann School District	95																17	23		
2016	1	2015	Two Rivers School District	67																21			
2016	1	2015	Valley Springs School District	72																	32		
2016	1	2015	Valley View School District	173																88	19		
2016	1	2015	Van Buren School District	372																186			
2016	1	2015	Vilonia School District	210																69	41	17	
2016	1	2015	Viola School District	33																	11		
2016	1	2015	Waldron School District	104																33	14		
2016	1	2015	Warren School District	108																49			
2016	1	2015	Watson Chapel School District	216																86	34		
2016	1	2015	West Fork School District	79																28			
2016	1	2015	West Memphis School District	344																64	73		
2016	1	2015	West Side School Dist(Cleburne	32																	12		
2016	1	2015	Western Yell Co. School Dist.	40																16			
2016	1	2015	Westside Cons. Sch Dist(Craigh	99																35	18		
2016	1	2015	Westside School Dist(Johnson)	48																18			
2016	1	2015	White Co. Central School Dist.	39																	11		
2016	1	2015	White Hall School District	223																104	29	13	
2016	1	2015	Wonderview School District	30																11	13		
2016	1	2015	Woodlawn School District	45																25			
2016	1	2015	Wynne School District	172																52	36		
2016	1	2015	Yellville-Summit School Dist.	65																16	15		

NOTE: Counts of 10 or less are not shown due to FERPA.

ADHE Prepared 7/8/2016

CLOSING THE GAP 2020 IMPLEMENTATION PLAN
_____

On October 30, 2015, the Arkansas Higher Education Coordinating Board (AHECB) adopted the Closing the Gap 2020: A Master Plan for Arkansas Higher Education as prepared in accordance with A.C.A. § 6-61-205. In support of the Governor's priorities, the department staff collaborated with representatives from institutions across the state to draft a master plan that addressed enrollment and attainment rates of targeted populations, completion and graduation rates of students, college affordability and the alignment of state resources with these goals. These collaborative consortia have continued working to identify a range of strategies that can be adopted by the Department and by institutions to achieve the goals enumerated in the master plan. This implementation plan is a summary of that work.

Implementation Plan

To Enact Strategies Which Address the Goals and Objectives of the Closing the Gap 2020 Master Plan
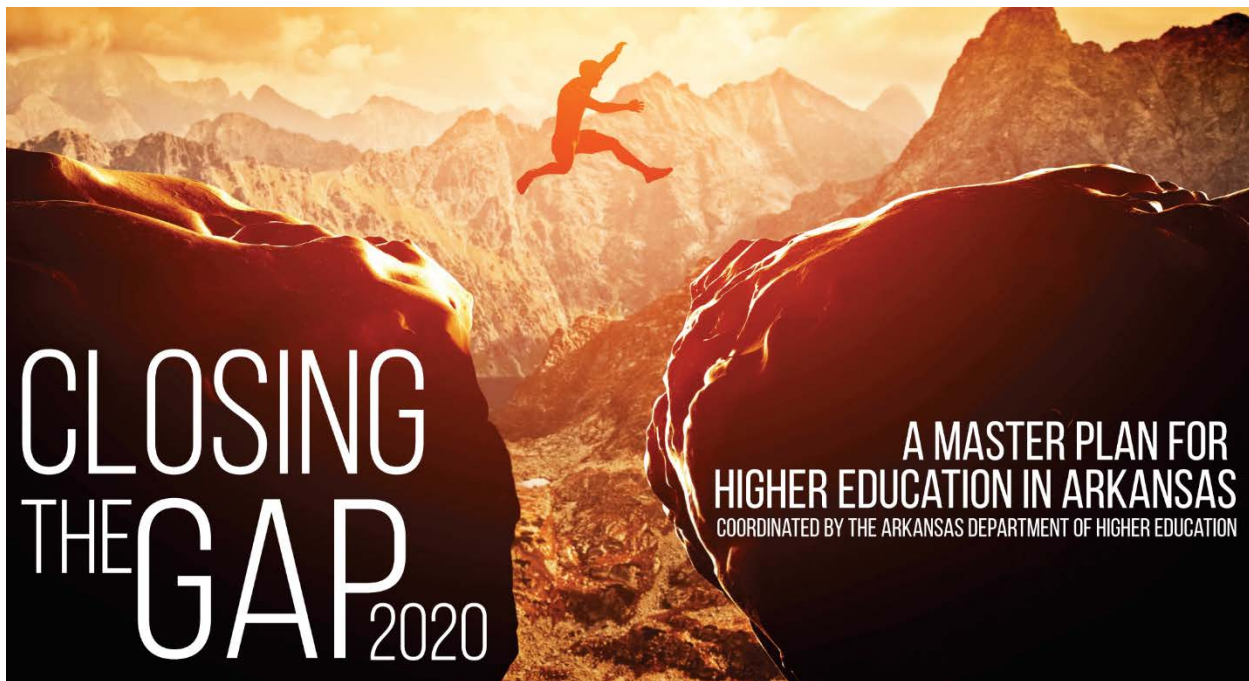
Presented to the Arkansas Higher Education Coordinating Board

July 29, 2016

Closing the Gap 2020:
A MASTER PLAN FOR HIGHER EDUCATION IN ARKANSAS

TABLE OF CONTENTS

Closing the Gap 2020: A Master Plan for Arkansas Higher Education
Objectives and Supporting Goals

Objective

Closing the Gap 2020 covers a five year planning cycle which is a critical component in the long-term objective to reach the 2025 goal of a 60% post-secondary attainment rate in Arkansas, increasing from the current estimate of 43.4%. By 2020, we will reduce the educational attainment gap in Arkansas by increasing the number of postsecondary credentials by 40% over 2013-2014 academic year levels.

	Credentials Awarded 2013-14 Academic Year	% Increase	Credentials Awarded 2019-20 Academic Year
Career & Technical Certificates	10,472	61%	16,880
Associates Degrees	8,685	36%	11,860
Bachelor's Degrees	15,277	28%	19,520
	34,434	40%	48,260

Supporting Goals

GOAL 1: Raise completion and graduation rates of colleges and universities by 10%.
- Reduce the percentage of students needing remediation to prepare them for college-level course work
- Reduce the time needed for students to complete remedial requirements
- Raise first year retention rates of students to SREB regional averages

GOAL 2: By fall 2018, increase the enrollment of adult students, age 25 to 54, by 50%.
- Reduce the remedial course enrollments for adults by 50% through alternative means of preparing adults for college-level work
- Improve communication of the value of higher education to non-traditional students

GOAL 3: Raise the attainment rates of underserved student groups in the state by 10%.
- Raise the overall college-going rate for all student groups by 5% from 50.1% to 55.1%
- Raise the underserved student college-going rate to equal that of other students
- Raise completion rates of underserved student groups equal to other students

GOAL 4: Improve College Affordability through Effective Resource Allocation
- Reduced time to degree for students
- Allocate 25% of state scholarship funds to need-based programs
- Re-allocate institutional spending to maximize efficiency and effectiveness

Implementation Plan: Closing the Gap 2020

Overview

On October 30, 2015, the Arkansas Higher Education Coordinating Board voted unanimously to adopt of the Closing the Gap 2020 Master Plan. Immediately after adoption of these lofty and important goals to guide the next five years in Arkansas higher education, staff of the Department of Higher Education and colleges and universities began work on identification of strategies that would address them. What follows is an implementation plan that resulted from the activities of eight work groups involving over 75 individuals from colleges and universities, ADHE, and other stakeholders around the state. A listing of the work group members is included in Appendix A. In addition, the work group chairs made up a steering committee which guided the overall process.

These eight work groups were organized around the general themes that emerged from the process of identifying and refining attainment goals. Those themes were:
- College Readiness
- Student Success Initiatives
- Remediation
- Adult Learners
- Affordability
- Communication Strategies
- Institutional Funding
  - Non-Formula Funding

Each of the groups represents a key emphasis area that will be important to achieving those goals. Over the course of a six month period, work groups spent countless hours identifying strategies, initiatives and best practices that could be adopted by Arkansas colleges and universities to move us toward greater equity in post-secondary enrollment and completion rates, encouraging adults to return, or enroll for the first time, improving completion rates and enhancing the affordability of a post-secondary education.

Many of the strategies and practices identified through this work can be implemented relatively quickly and inexpensively. These could be quick wins, so to speak. An example is providing more information to incoming students regarding the responsible use of student loans to finance education expenses. Others will require more planning and additional funding. A structured micro-credentialing system or a state-wide prior learning assessment system are two such examples. Both of these systems can provide important benefits to students and institutions but require additional study for effective implementation.

In addition, the strategies outlined here represent both institutional initiatives, those that can be adopted by individual colleges and universities, and state-wide initiatives, those which will require coordination of multiple entities. As adoption of state-wide initiatives is considered, a collaborative approach involving ADHE staff and representative college and university faculty and staff is recommended.

Rather than a structured guide to improving educational attainment, this implementation plan is intended to provide state and institutional leaders with a menu of options to consider in addressing how each college and university can respond to the overarching objective and goals of the master plan.

Any strategic planning effort risks becoming no more than an academic exercise unless there is a deliberate, on-going monitoring process to ensure continued efforts aimed at achievement of the planning goals. Two mechanisms are suggested to ensure that there is continued effort to implement the strategies recommended in this plan.

1. A dashboard of metrics should be created, and prominently displayed on the ADHE website, to measure progress made by Arkansas higher education as a whole and by individual colleges and universities.
2. An oversight body should be appointed to direct continued activity and have responsibility for maintaining focus on progress toward the master plan goals. The steering committee, or a body structured similarly, could be utilized for this purpose.

Overarching all of the priorities and strategies outlined here and in the Closing the Gap 2020 master plan is the imperative to communicate the need for improved post-secondary attainment rates to the state as a whole. The Communication Strategies work group has developed a list of potential strategies to create an awareness campaign which underscores the value of education through mass media, grassroots efforts, and numerous strategies in between. Statewide communication plans in Georgia and Tennessee are examples of how coordinated efforts designed to promote higher education as a whole, then linked to institutional marketing plans, can be effective in reaching a wide audience. In addition, the Adult Learners work group has recommended strategies for targeting specific communications to non-traditional students.

Summary

Between the release of Closing the Gap 2020 and publication of this implementation plan, the Stronger Nation 2016 report was released by Lumina Foundation. That report, for the first time, included an estimate of technical certificate holders by state. Three positive developments can be gleaned from this report:

*   Degree attainment among Arkansans rose from 28.8% to 29.8%, moving the state to 48th in the nation, ahead of Louisiana and West Virginia
*   In certificate attainment, Arkansas ranks 4th in the country, behind only Louisiana, Arizona, and Kentucky, with an estimated 9% holding technical certificates.
*   Total attainment, the combination of degrees and certificates, stands at 38.8%, which ranks the state at 45th (West Virginia, Nevada, Mississippi, Alabama, and Idaho trail)

Focused attention on the plan will ensure that educational attainment in Arkansas continues to progress and to support economic development in our state. This implementation plan is organized by the identified strategies which respond to each of the four planning goals followed by the full report of the planning work groups.

Following are specific strategies recommended by the various work groups, organized by the specific goals they address. At the end of this document, the full reports of each work group are contained in Appendix B – H.

GOAL 1: Raise completion and graduation rates for colleges and universities by 10%.

GOAL 3: Raise the credential attainment rates of underserved student groups in the state relative to other students by 10%.

Because the strategies to address goals one and three are so closely linked, they have been combined here. However, it is imperative that adoption and monitoring of strategies specifically address both goals.

Strategies identified by College Readiness Work Group

There are numerous examples of college readiness programs across the state and in other states which are designed to increase the preparedness of students entering post-secondary education, thus increasing their likelihood of success. These programs are generally organized around the following objectives:

- Create college-going culture for high school students and for adult learners
- Increase number of students taking ACT, completing FAFSA applications, applying for admission to college (recommend that all high school students to complete the FAFSA and fill out a college application)
- Offer summer bridge programs to assure students are ready for college-level courses – for both high school and adult learners
- Assure students are aware of what it takes to be successful in college – advising, college visits, student success courses
- Recommend that every middle school and high school student to be involved in college and career readiness programs and plans
- Facilitate discussions between high school and college faculty related to college readiness, academic rigor, and alignment of high school and college level courses
- Create a student-ready culture on college and university campuses
- Offer professional development opportunities for middle school and high school faculty and counselors to better equip them with tools and knowledge of all types of programs, professions, and colleges/universities to assist in creating a college going culture in the state

- Offer informational meetings and training workshops to support parents of high school students, especially of first generation college students
- Provide Teacher, Counselor, and Education Leadership preparation programs for future and existing staff with training and professional development related to college and career readiness
- Redesign and implement Educational Leadership programs to connect real world college readiness opportunities to student success
- Inform and educate the public on what it means to be "college ready"

In addition, college readiness programs generally include the following common elements.
- **College and career advising and planning** Begin college and career exploration in elementary and middle school and continue through high school to create a college-going culture through advising and student success curriculum
- **Financial education**, financial literacy, FAFSA completion, understanding of the costs of college attendance, awareness of the financial resources to enable college attendance, assistance applying for scholarships
- **Academic Preparedness**: Early college course opportunities in high school – AP courses, concurrent/dual enrollment, and IB courses – along with ACT preparatory courses, bridge courses, and transitions courses to address remediation needs
- **Mentoring/coaching** – personal preparation
- **College visits and career shadowing programs**
- **College application process**: Assistance with college application preparation, essay writing, FAFSA application, course/program selection
- **Non-cognitive skill development** – soft skills development
- **Parental Involvement**: Involve parents, mentors, guardians - Parental meetings to assist with understanding of expectations and rigors of college, expenses for HE, financial aid resources, career opportunities, types of colleges/universities
- **Professional Development** for middle and high school faculty/counselors: Training for high school and middle school faculty and counselors on college programs, application process, expectations, etc.
- **Measurable outcomes:** ability to collect data to determine success of programs

Strategies identified by the Remediation Work Group

Many institutions across the state have adopted various pedagogical approaches to remedial course offerings. These vary from advising models, mandatory tutoring or supplemental instruction, modified course lengths, and additional methods of evaluating student preparedness. In addition to these specific pedagogical approaches, most institutions are moving to a much more integrated model of monitoring student performance in real time. An approach supported by the recently adopted state placement policy. Some institutions are doing this with the tools they already have in place and some are investing in companies that specialize in creating student performance "dashboards". While these activities are not specifically remediation pedagogy, they do have an impact on knowing where, when, and who to

focus pedagogical approaches and what pedagogies are most successful with each individual student. Below are some of the identified strategies that have been adopted.

- Traditional courses at a variety of levels in reading, writing, math that are semester long. This approach varied between community colleges and universities in that community colleges usually had more levels based on the more pronounced needs of their students. Universities tended to have one course level that met students at different levels.

- Many institutions, both community colleges and universities, used a co-requisite approach that combined the remediation course with a gateway course. For example, a reading class might be combined with a discipline-specific course so that the reading skills can be developed for a college-level class.

- Some institutions have instituted individualized instruction within the context of a class or lab, testing specific competencies along the way in a self-paced class that is individualized instruction via technology. The faculty member is responsible for monitoring student performance, tutoring where necessary, cajoling where appropriate, and pushing students to completion. Some institutions have created the opportunity for students to immediately matriculate into the college course once they have completed the requisite numbers of modules successfully. This approach is particularly common in math remediation.

- Some institutions are using abbreviated semesters—most choosing to divide the semester into 8-week segments allowing students to complete two remediation courses or a remediation course and then the following requisite course in math or writing.

- Some institutions re-evaluate at the beginning of the semester whether a student has higher skills than prior testing and evaluation indicated and allow late entry into the appropriate class.

- Related to the above is the practice at some institutions of giving a refresher short course to students prior to placement evaluation, thereby maximizing their ability to place as high as possible and helping them to avoid unnecessary lower- level instruction.

- Some institutions are using face-to-face instruction accompanied by online exercises that students can do at home or in a study skills lab at the institution.

- Some institutions have instituted policies that preclude a student withdrawing from a "high stakes" remediation class.

- Some institutions have instituted evaluations of student motivation, often nicknamed "grit," in order to identify students who might need tutoring and advisement to be successful.

<u>Strategies identified by the Student Success Innovations Work Group</u>

A number of broad policy-based changes are recommended as game-changing strategies to improve student success rates. They include the following.

- Develop and publish a suite of research-based student success initiatives that propel students through to completion.
- Create financial incentives to encourage both institutional and student behaviors that increase student persistence and completion.
- Invest professional development dollars in statewide structures that create intensive, authentic faculty engagement and move efforts to increase college complication toward a deeper focus on teaching and learning.
- Support dual admission agreements between community colleges and universities allowing students to concurrently enroll.
- Set policy for common course numbering for lower division general education courses for community colleges and universities.
- Support changes to the Arkansas Academic Challenge Scholarship to include a need based component with credit hour completion requirements.
- Policy requiring institutions publish term-by-term degree maps for undergraduate programs.
- Enforce policy guaranteeing admission with junior status for students who have met the designated lower- division transfer requirements and earned a designated transfer associate's degrees.
- Recommend cohort (learning community) models for high risk students.
- Develop a statewide data system that track students through postsecondary educational experiences and into the labor market.
- Create a statewide student success center.

GOAL 2: Increase by 50% the enrollment of adults, age 25 to 54, by fall 2018.

Strategies regarding the unique challenges and barriers facing adult students are outlined below in three broad categories: admissions, academic policy and curriculum. Other specific recommendations related to adult learners are included in the affordability goal.

Admissions and On-boarding Considerations

Remediation

Remediation is a vexing problem that challenges educators in both K12 and higher education. Most remedial programs are designed to tackle the issue of new learners and are designed with the assumption that the learner has recently exited high school. Under most programs, an assessment of some sort is administered to determine if the learner is adequately prepared for college-level mathematics, reading and writing. Learners deemed to be deficient are placed in remedial/developmental courses or, more recently, courses that combine college credit-bearing material and remedial material (sometimes co-req or co-remediation models).

The adult learner presents special challenges to this model. First, for the adult learner that is new to college, the current remedial assessment model works but may be based on a false assumption: The current remedial model assumes that someone who tests into remedial course work is lacking the necessary college skills and, more importantly, is fresh off of years of attempts to prepare the student for college work. The first time college adult learner who tests into remedial course work may have reached a level of college readiness at the time of his high school graduation but since graduation his

skills have deteriorated. It is quite possible that the adult learner has a strong academic foundation, but the years have added layers of "rust" to college-level mathematics, reading and writing skills. For this student, a full semester (or multiple semesters) of remediation may not be necessary and may, in fact, be insulting and degrading. A refresh is what is needed, not remediation.

Another class of adult learners – the stop-out--presents a different challenge. This adult learner started college and completed college-level mathematics and/or English but stopped-out of college for a number of years. The stop-out period has resulted in a degradation of previously solid college-level skills. However, unlike the previous class of adult learners, this learner cannot be placed into remedial courses or into credit-bearing mathematics or English courses because he has already received credit for these courses. The challenge for both the student and the institution is that the learner is not prepared to succeed in subsequent coursework. Like the previous class of students, a refresh is in order.

- ***Recommendation:*** All students over the age of 25 could be tested as part of the admission process in the areas of math, reading comprehension and writing. Efforts could be made to use free evaluation instruments. Where possible, high school and prior college transcripts and standardized test scores (e.g., ACT, SAT) should also be examined. First-time adult learners showing a need for remediation and with prior evidence of academic difficulty in math, reading and/or writing should be placed into co-remediation courses. Returning adult learners who have completed a college-level math and/or English course, and who indicate a need for remediation, could be provided a "refresh course" option. The refresh course option could take the form of a workshop, online learning modules, or a concurrent lab option to an existing course. It is recognized that this recommendation bleeds into the work of the remedial education subcommittee and we suggest that the unique needs of the adult learner be taken into account in their recommendations.

Prior Learning Assessment

Adult learners who have spent significant time in the workforce or the military have likely acquired skills and knowledge that may map to learning objectives of some courses. In recent years, there has been a renewed interest in prior learning assessment (PLA). PLA, once popular in the 1970s, fell out of vogue as some IHEs simply began awarding college credit for having been employed. PLA, done properly, is a rigorous evaluation of knowledge already possessed by the student and the assignment of college credit. In principle, PLA is not unlike CLEP tests except credit is not awarded via a challenge exam. Instead, the student typically prepares a portfolio which demonstrates his knowledge, the portfolio is evaluated by a faculty member, and the credit is awarded. CAEL is the nation's leading authority on PLA.

It is worth noting a few concerns related to PLA. First, not all IHEs will accept credit awarded via PLA in transfer. Second, to maximize the earned credit, students most likely need assistance in preparing the portfolio. CAEL, for example, offers a portfolio preparation course. Finally, PLA presents a challenge in onboarding a student since ideally the advisor would be aware of all possible earned credits before advising a student. PLA portfolio preparation and evaluation, done properly, takes time, meaning the advisor's initial conversations most likely do not benefit from knowledge of the results of the PLA evaluation.

- *Recommendation:* ADHE should develop a PLA policy that facilitates the transfer of credit awarded via PLA. ADHE should also give consideration to the development of a PLA evaluation program, perhaps coordinating resources at Arkansas public IHEs. In the absence of a state-based program, Arkansas IHEs should develop PLA programs at the campus level. The ideal program will include a portfolio-preparation course and a fee to be charged for the evaluation of the portfolio. Students would not pay for the credits awarded, only for the evaluation of the portfolio.

Academic Policy Considerations

Fresh Starts/Academic Clemency

It is no secret that a great many adult learners left school due to poor academic performance. The poor performance could have multiple causes such as lack of preparation, inadequate academic support, or life issues. Regardless of the cause, the adult learner may be a completely different student upon his return to college yet prevented from doing so due to a poor academic record.

- *Recommendation:* It is recommended that the state of Arkansas adopt an academic "fresh start" policy that provides for academic clemency after a five-year period from the date of last attendance at an Arkansas IHE. Under such a policy, the student would have the right to reapply for admission to an Arkansas IHE and all prior academic history would be ignored in the admission decision and in the calculation of future grade point averages. The prior transcript remains a part of the academic record, but is not considered in the calculation of g.p.a., graduation requirements, and so forth. The student is not permitted to save courses that may have been passed while excluding those with failing grades. This is an all or nothing option. Some institutions have adopted a similar policy, but it is not a state requirement. A student should only be permitted to use the fresh start option one time. Some institutions have adopted a similar policy, but it is not a state requirement. A student should only be permitted to use the "fresh start" option one time.

Repeat Policy

Virtually every student will stub his toe in at least 1 course during his academic career. Depending on the student's academic standing, a failing grade can have severe consequences. Many IHEs have adopted a grade repeat or replacement policy whereby the student may retake a class in which a "D" or "F" was earned. After completing the course a second time, the new grade included in the g.p.a., the previous grade is excluded from the g.p.a, but both grades remain on the transcript.

- *Recommendation:* It is recommended that ADHE develop model grade repeat policy language and encourage its adoption. A model policy would permit grade replacement for an earned "D" or "F," would require both grades to remain on the transcript, and limit a student to 15 hours of grade replacement throughout his undergraduate academic career. In calculating the g.p.a., the second earned grade would be included and the first grade would be excluded.

Last Minute Returners

While not unique to adult learners, consensus was that adult learners are far more likely to make the decision to return to college just days before classes begin or literally after classes have already started. This is especially true of stop-outs who perhaps feel uncomfortable with the registration process. IHEs, perhaps out of a misplaced belief that they are helping students and also a desire for additional headcount and tuition dollars, admit these students. By a large percentage, these students are far more likely to fail and drop out.

- *Recommendation:* IHEs should consider a policy that closes all course registration prior to the first day of classes.

Ombudsman

IHEs are complex organizations that are difficult to navigate, even for the well-informed. Administrative offices are scattered across a large campus, university officials frequently do not communicate with others outside their silo despite the fact issues often involve multiple silos, and rules and regulations change from catalog to catalog and can be difficult to interpret. For the adult learner who is simply trying to return to school to finish what he started, this can sometimes seem overwhelming. While it is true that sometimes life gets in the way and results in a student stopping-out of school, it is also the case that sometimes we (IHEs) get in the way. Some organizations, including some IHEs, have found an Ombudsman Office an effective solution to assist students with problem-solving. These individuals are not advocates for the student or the institution but rather attempt to resolve problems and are more akin to mediators.

- *Recommendation:* IHEs should consider creating and Ombudsman Office, or similar position, that serves as a resource for students to resolve problems. This office is not envisioned as replacing established campus processes related to things such as grade appeals and grievances. ADHE may wish to give consideration to a similar office.

<u>Curriculum Considerations</u>

Learning Modalities for Adult Learners

Adult learners have complex lives - they work, they care for family members, they are raising children, they are in relationships. These obligations render traditional full-time MWF and TTH course schedules nearly an impossibility. Adult learners require flexible course offerings that cater to the unique nature of the adult learner such as flipped classrooms, blended schedules, online course offerings, and short courses. These options are not without expense and have significant implications for traditional data reporting metrics.

- *Recommendation:* IHEs should, where consistent with their mission and resources, consider learning modalities that support adult learners. These modalities might include fully online courses and degree programs, flipped classrooms that reduce the need for face-to-face instruction, short courses that allow the student to focus intensely and earn credits rapidly, and blended course

schedules that utilize online courses to reduce on-campus time. Weekend courses might be an option appropriate for some IHEs.

Competency-Based Education

In recent months, there has been increased discussion of competency based education (CBE). CBE is a method of instruction that shifts the focus from seat-time (the 3-credit hour course) to the demonstration that a competency has been mastered. In a CBE program students move as quickly – or slowly – as they need to in order to master the content. Faculty mentors are available to assist students with the content, but traditional lecture courses are typically not part of these programs. Some CBE programs bill students by the month or other time period with students having access to finish as many competencies as possible during that time period. Some believe that CBE programs are better suited for adult learners who can work at their own and perhaps leverage skills they may have acquired from the workplace.

However, there are several cautions related to CBE. For example, a student that wishes to discontinue a CBE program and transfer to a traditional program will likely find the transfer difficult since competencies do not always align with credit-bearing courses. Additionally, the US Department of Education and accreditors are still struggling with how best to approach the accreditation of these programs and access to Title IV funds.

- *Recommendation:* ADHE should continue to monitor developments in area of CBE and provide Arkansas IHEs with appropriate information. It is our belief that there is currently too much uncertainty surrounding CBE programs to merit aggressive implementation of these programs; however, as these programs are in the early stages of their evolution, further investigation is warranted.

Curriculum Selection and Design

While an overgeneralization, adult learners typically have different learning objectives and needs than traditional students. Generally speaking, adult learners are interested in degree programs that translate to improved positions in the workforce. While some adults undoubtedly pursue education for the sake of education, most are interested in changing careers, securing a promotion, increasing their earning power, or obtaining an initial job. This career focus has implications for the degree programs that are likely to appeal to adult learners.

- *Recommendation:* ADHE should actively promote the workforce needs of the state and how those workforce needs align with degree programs offered by Arkansas IHEs, including earning potential for certain careers. IHEs should offer degree programs that support the workforce needs of the state. In designing curriculum offerings, IHEs should stress the real world relevance of the curriculum.

Academic Support for Adult Learners

Returning to school after a number of years can be a daunting task as one resumes the rhythms of school. For those adults who are making their initial transition to college, the obstacles seem even steeper since faculty members and IHEs make assumptions about the baseline knowledge of students. What is forgotten is that adult learners may not have the same baseline knowledge and may simply be too embarrassed to ask for help. Minor matters such as how to properly format a paper may have changed over the years or may have never been part of the adult learner's baseline. Some educational experts refer to this as the "hidden curriculum" and efforts could be made to make the hidden curriculum explicit.

- *Recommendation:* IHEs should consider efforts to make the hidden curriculum explicit in programs that cater to adult learners. Academic support services should be provided, specifically targeted at adult learners, that ease the transition to college and support the adult learner's success.

GOAL 4: Improve College Affordability through Effective Resource Allocation

Strategies identified by the Affordability Work Group

Financial aid should exist to help students afford their education. However, many factors, such as lack of funding, lack of understanding the process, and financial-aid practices and policies can discourage students from using this resource to help them afford their education.

Financial Literacy - The financial literacy of students attending college can directly affect the affordability of their college experience. Often, students (and in many cases their parents) do not understand the consequences of paying for college with students loans, and are unaware of other options, including scholarships and grants, that may be available to them to help support their education. This is especially true for first-generation college students, who generally have no experience in this arena. Students who are unaware of the option of scholarships may miss deadlines and then turn to student loans as a last resort. Student loans can be dangerous for a financially illiterate student, especially one living in poverty. For these students, the promise of money *right now* could outweigh the consequences of having to pay a loan back after graduation. This may cause a student to take out the maximum student loan, which makes college seem affordable in the short-term, but is actually very detrimental to affordability in the long-term.
RECOMMENDATION: Institutions could work with K-12 educators to teach financial literacy to students early on. Institutions could also implement policies to help students understand the true cost of taking on debt through student loans, and to better comprehend ways to maximize efficiency in borrowing, either through advising or a first-year experience course.

Student Loan Debt - When students begin to pay back their student loans, they often see that loan money as "the cost of college," regardless of how any excess loan funds may have been spent. The media has also been adamant in the last few years that student-loan debt is generally a serious burden, increasing the perception that college is unaffordable. In reality, student loans can be an ideal method of financing a college education when used responsibly.

RECOMMENDATION: Institutions can do more to emphasize and encourage the responsible use of student loans for paying for college.

Financial Aid Practices and Policies – As colleges and universities expand their enrollment, administrators begin to rely more heavily on online applications and email to communicate with students. In some cases, due to the large amount of information necessary to complete an application as well as the difficulty of using unfamiliar web systems, this has become a highly complicated process for students to complete. This, coupled with a lack of interaction with staff, may cause students to avoid the process. As students may be generally uninterested in or unaware of financial aid, a lack of communication with parents also creates difficulty in meeting deadlines and completing applications for financial aid.

RECOMMENDATION: Institutions would be wise to audit their financial-aid application processes to see if they are maximally efficient and easy for students to understand.

Need-based Financial Aid Programs – The state's current need-based financial aid programs, the GO! Opportunities Grant and the Workforce Improvement Grant, are generally considered to be less effective than hoped for. In 40 years of Pell Grants, over a half trillion dollars has realized only a three percent increase in degree attainment. This demonstrates that providing more financial aid is not always enough to make college more affordable – it must also be designed to work for the students it seeks to serve. The state of Arkansas is currently at six percent of state scholarship funding being spent on needs-based scholarships. Arkansas is fourth lowest in the nation in spending on needs-based scholarship programs.

Reducing the time it takes students to receive a degree or credential. – In order to reduce time to degree and increase completion rates, the following best practices are recommended:

- Clearly defined degree plans for first-time entering students to help them better understand the path and direction that they should be taking in order to efficiently earn their degree. A clearly defined plan would ideally include the suggested program course schedule by semester for any given academic degree or credential program.
- A summer student-developmental program would help to prepare the most at-risk students to successfully begin their academic program. The state should coordinate a strategy that institutions of higher education can use to maximize effectiveness and reduce costs. For example, the state of Mississippi requires students, who have not met minimum standards of admission, to complete a summer-developmental program. (Mississippi Institutions of Higher Learning – Board of Trustees Policies and Bylaws.)
- Effective advising for both class schedules and financial aid is critical to student success in completing degree or credential programs in a timely and affordable manner. Institutions could assess their advising practices to determine the current success of their advising programs. A best practice could be to proactively survey and monitor students' understanding of their financial-aid and academic-progression status to determine the effectiveness of advising.
- Institutions could review their enrollment and financial-aid online processes to determine if the application is straightforward enough for students to easily understand and navigate. If the process is too difficult, students could miss opportunities for earning or renewing scholarships. A difficult application process could also deter a student from applying to an institution at all.

Maximize the efficiency and effectiveness of the spending of currently available resources to ensure that the institutional and state goals are being met. When it comes to institutional spending, the focus should be on the students, and how institutions can best prepare them to enter the state's workforce. Institutions should be more aware of the degree needs of the state, and work harder to draw students toward those degrees. In order to maximize efficiency and effectiveness with regard to increasing the core expense ratio, the following best practices are recommended:

- **Shared Services** – Institutions are encouraged to explore and consider shared services with other higher education entities. Although shared services may not always be fiscally feasible, in many cases sharing services can give institutions various financial benefits. Such sharing could produce efficiencies and promote better contract negotiation, since combined institutions would have greater bargaining power. Further, unnecessary duplication of effort could be minimized and personnel time could be streamlined. For example, the University of Arkansas System campuses recently procured a common learning management system (LMS), which reduced the proportionate cost for all of the entities, while at the same time giving them an expanded product.

- **Capital Improvement Funds –** Institutions receive no dedicated funds for capital projects and critical maintenance. This lack of funding for institutions often leads to postponing needed repairs and a deterioration of the institutions' assets. Due to the lack of financial support for capital projects and critical maintenance from the state, the cost of these repairs and improvements are passed on to the students. Students should not have to bear the entire cost of maintaining an institution's campus, as it should be at least partially the state's responsibility to maintain its assets. **RECOMMENDATION:** A dedicated fund should be established to match the institutions' investment for capital. This way, institutions would have more flexibility in funding these projects.

- **Public-Private Partnerships (P3s) –** Utilization of Public-Private Partnerships, such as privatized student housing, should be encouraged as a method of creating efficiencies. These partnerships can be mutually beneficial to both the institution and the private partner. However, the greatest beneficiary of these partnerships is the students, who realize a cost savings and enhance their college experience through better facilities with no related debt service. **RECOMMENDATION:** The Arkansas Department of Higher Education should hold forums to help institutions understand the benefits of these partnerships and to learn how to make them work to their advantage.

- **Reduce Administrative Costs –** Currently, there are no metrics for benchmarking core expense ratios for public institutions of higher education in Arkansas. Without this critical information, it is nearly impossible for institutions and policymakers to understand the ways that administrative costs compare across institutions. These reports would provide only a benchmark for institutions to understand their current expense ratio; however, this would prompt institutions to develop a plan for reducing administrative costs. **RECOMMENDATION:** The Arkansas Department of Higher Education should change and improve current financial reports to better collect information necessary for calculating the core expense ratio for an institution. Institutions should use this information in determining ways to reduce administrative costs that are unnecessarily elevated.

- **Creating a Thriving Academic Community** – While discussing affordability, it is very important to keep in mind that affordability must not come at the cost of not providing quality education

and services to students. Faculty salaries at public institutions of higher education in Arkansas currently fall below the national average. In order to retain and attract quality faculty members to our institutions, this must be corrected. **RECOMMENDATION:** Institutions should formulate realistic plans to increase faculty salaries to the national average over time by dedicating a portion of each institution's income to this goal. The Arkansas Department of Higher Education (ADHE) should work with the Arkansas Department of Finance and Administration (DFA) to create a personnel policy that allows institutions more flexibility in increasing these salaries.

Strategies identified by the Adult Learners Work Group

Scholarships for Adults

Financial barriers are one of the most significant barriers for any student but particularly acute for the adult learner. The adult learner, in addition to needing tuition dollars, is also more likely than a traditional student to need financial resources for child care, mortgage, car payment, and so forth. Unfortunately, many scholarship funds are targeted at traditional-aged college students. It is not uncommon to see scholarship priority given to those just out of high school, to require the submission of ACT or SAT scores, or require full-time enrollment – all of which are likely impossible conditions for the adult learner.

- *Recommendation:* ADHE should set aside significant funds to support adult learners. These funds should be need-based. The scholarship requirements should be tailored to adult learners and not require full-time enrollment or the submission of standardized test scores. IHEs should be encouraged to consider similar scholarship sources for their institution.

Affordability & Payment of First Course

Tuition affordability is an issue impacting all students, not just adult learners. As noted elsewhere, adult learners do not always have access to the same scholarship opportunities which perhaps forecloses some options. Efforts to keep tuition in check will benefit all students, including adults. For adults with access to employer-supported programs, sometimes the challenge is simply paying for the first course. For these adults, once a course has been completed and an appropriate grade earned, the employer will reimburse the student for some or all of the tuition. However, securing payment for that first course to simply start the program is still required and not typically provided by the employer.

- *Recommendation:* Any efforts to check the increase in tuition should be pursued as it will benefit all students, including adult learners. Specifically for students with access to employer benefit programs that cover educational expenses, IHEs should consider adopting a policy that would allow students to forego payment of the first course upon proof that the employer will pay for the course upon evidence of successful completion of the program. Allowing the student to pay at the end of the course would allow students in employer-sponsored programs to begin without the need to front the costs of tuition.

Financial & Transcript Holds

When many students step away from college, they do not always do so in a manner that resolves all their financial obligations to the IHE. Parking tickets, library fines, and unpaid residence hall bills may be lingering on the student's record resulting in an enrollment hold. In some cases, these delinquent bills have multiplied several times due to late fees. The result is that a student who wishes to return to college is unable to do so without first paying the bill and he cannot pay the bill because he does not have a job with a sufficient wage to secure the funds. Without a transcript the student's new institution will not admit him or, if they do, the student is forced to walk away from credits he may have earned. This is a real barrier to many students.

- *Recommendation:* ADHE should work with Arkansas IHEs to determine whether options are available for students to eliminate financial holds from prior college work that prevent the return to school. Some options may include a grant or loan to cover the outstanding amount that would permit the removal of the hold.

Employer Benefits

Many adult learners are currently employed. Research has shown that employers who support the educational advancement of their employees are rewarded with a more loyal and skilled employee. While some employers have active employee benefit plans that support the educational goals of their employees, many employers do not have these programs, many programs are overly restrictive, and some employers do not actively promote the programs. Finally, virtually all employers are unfamiliar with PLA and do not cover PLA in their plans, even though credits earned via PLA are far less expensive for both the employer and the student.

- *Recommendation:* ADHE should work with the Arkansas State Chamber and other entities to promote the value of employer-supported education benefit programs, encourage employers to adopt and expand their programs, and to remove restrictions on the types of education supported by the program. A special effort should be made to educate employers about features of PLA and encourage the financial support of credits earned via PLA.

Strategies identified by the Institutional Funding Work Group

The institutional funding work group has engaged in numerous conversations around the adoption of an outcomes-based funding model that would replace both the needs-based and performance-based models currently in place. The model incorporates the guiding principles outlined below and is built on metrics which align with the priorities of the plan. These guiding principles will allow the work group to continue developing an outcomes-based funding model which is student-centered and responsive to attainment goals. The group anticipates having a fully developed model to propose during the 2017 regular legislative session.

Arkansas Outcomes-Based Funding Guiding Principles

- Student-centered:

- o The model should place at its center students and student's needs including both access to and completion of meaningful and quality post-secondary learning.
- Outcomes:
  - o The model should focus on completion, and particularly on completions of under-served and at-risk students and completions in areas of need by the state and industry. This structure should recognize differences in investment associated with meeting the evolving needs of students, the workforce, and the state.
- Collaboration:
  - o The model should provide incentives for cross-institutional collaboration and reward the successful transition of students across institutions.
- Supporting institutional mission:
  - o The model should respect and be responsive to the diverse set of missions represented by each public institution of higher education.
- Formula structure:
  - o The model should maintain clarity and simplicity.
- Flexibility:
  - o The model should be adaptable in the face of a dynamic institutional and external environment.
- Stability and transition:
  - o The model should support short-, mid- and long-term financial stability of the public institutions of higher education, while focusing attention on outcomes and the goals of the state. The transition from the current funding formula to a future outcomes-based funding formula should allow for a managed and intentional transition process which mitigates negative impact at any one or group of institutions.

Additionally, the non-formula funding sub-group has developed a standard definition for non-formula entities and has recommended that these entities develop a reporting process to clearly identify the results achieved as a result of the state's investment. The intent was to create a process strictly for reporting rather than attempting to tie funding to outcomes at this time. These annual reports should be a means to assess the funding needs of each unique entity, as well as an objective measure that will determine whether each institution's mission is being met.

Appendix A. Work Group Members

<u>Adult Learners</u>

Michael Moore, Chair	University of Arkansas System
Marie Parker	Cossatot Community College of the University of Arkansas
Karen Liebhaber	Black River Technical College
Rhonda Carroll	Pulaski Technical College
Jeremy Reece	Arkansas State University Mid-South
Jaqueline Faulkner	Arkansas State University Newport
Javier Reyes	University of Arkansas Fayetteville
Hazel Linton	University of Arkansas Pine Bluff
Tracy Finch	Arkansas State University Jonesboro
Ann Clemmer	Arkansas Department of Higher Education

<u>College Readiness</u>

Barbara Jones, Chair	South Arkansas College
Steve Adkinson	Henderson State University
Gina Hogue	Arkansas State University Jonesboro
Mary Brentley	University of Arkansas Pine Bluff
Chris Smith	Philander Smith College
Zachary Perrine	Pulaski Technical College
Diana Arn	University of Arkansas Community College at Morrilton
Robert Gunnels	Southern Arkansas University Tech
Zulma Toro	Universlty of Arkansas at Little Rock
Susan Harriman	Arkansas Department of Education
Sonja Wright-McMurray	Arkansas Department of Career Education
Ann Clemmer	Arkansas Department of Higher Education

<u>Remediation</u>

Paul Beran, Chair	University of Arkansas Fort Smith
Amy Baldwin	University of Central Arkansas
Sherri Bennett	Arkansas Northeastern College
Marla Strecker	Arkansas Department of Higher Education
Mark Spencer	University of Arkansas at Monticello
Pat Simms	College of the Ouachitas
Ted Kalthoff	Arkansas State University - Beebe
David Underwood	Arkansas Tech University
Ricky Tompkins	Northwest Arkansas Community College
Ann Clemmer	Arkansas Department of Higher Education

Student Success Innovations

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Todd Kitchen	Northwest Arkansas Community College
Donna Allen	Southern Arkansas University
Steve Runge	University of Central Arkansas
Lynita Cooksey	Arkansas State University Jonesboro
Chris Coble	National Park College
Beth Bruce	University of Arkansas Community College at Batesville
Deborah Parker	Arkansas Northeastern College
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Affordability

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Suzanne McCray	University of Arkansas Fayetteville
Callie Dunavin	Arkansas State University Mid-South
Richard Dawe	Ozarka College
Lisa Willenberg	University of Arkansas Community College at Morrilton
David See	College of the Ouachitas
Tara Smith	Arkansas Department of Higher Education

Institutional Funding

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Rita Fleming	University of Arkansas System Administration
Gary Gunderman	University of Arkansas Fayetteville
Diane Newton	University of Central Arkansas
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Margaret Ellibee	Pulaski Technical College
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Tara Smith	Arkansas Department of Higher Education

Non-Formula Funding

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Tony Windham	UA Division of Agriculture
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Appendix B. Adult Learners Work Group Report

ADHE Master Plan
Adult Learners Subcommittee Report
Committee Members: Rhonda Carroll (PTC), Ann Clemmer (ADHE), Jacqueline Faulkner (ASUN), Tracy Finch (ASUJ), Karen Liebhaber (BRTC), Hazel Linton (UAPB), Marie Markham (CCCUA), Jeremy Reece (ASUMS), Javier Reyes (UAF), Michael Moore, Chair, (UA System), Brett Powell, ex-officio, (ADHE).

The Importance of the Challenge
For the past several years the nation's governors and President Obama have called for dramatic increases in the number of individuals earning a college credential. Public rhetoric has boldly called for a doubling of the number of college graduates and lamented the decline of the US as the world's leader in college education. Action plans for 2020, 2025 and other target years have been proffered and occasionally supported by additional resources and specific programs at the state, system, and institutional level.

Despite the recognition of the importance of the challenge before us, there has been remarkably scant specific discussion of the nature of the student body and where the growth in graduates must occur. It is undeniable that there is ample room to increase retention and graduation rates and there is room to increase the number of individuals attending college. However, even if very generous increases take place in all our institutions, there are simply not enough "traditional" students to meet our state and national targets.

Most demographers agree that the number of traditional-aged college students is declining and will continue to do so for the next several years. The solution to our nation's workforce needs rests not with 18- to 24–year-olds, but with adults - with those who never attended college, with those who started college and did not complete a degree, and with those who earned an initial credential but did not complete a bachelor's degrees. Despite this demographic reality, the focus of policy recommendations, public rhetoric, and foundation support is typically on the trials and tribulations of recent high school graduates making the transition to college and the need for these young people to persist through to graduation.   While traditional-aged college students certainly merit our attention, make no mistake about it, the solution to our educational and workforce challenges rests with the adult learner. What follows is an examination of the challenges facing the adult leaner and policy recommendations that would ease their return to and graduation from institutions of higher education (IHs).

Defining the Adult Learner
Who is the adult learner? To arrive at a definition of the adult learner for the purpose of this report, it is perhaps best to begin by excluding certain populations. First, we exclude those 18-24 years of age since these individuals are typically considered traditional-aged college students. Second, we exclude those over the age of 65 who are not in degree-seeking programs. Sometimes called "silver scholars" these individuals may be taking college courses but are typically doing so for personal enrichment. Finally, we exclude individuals 25 years of age and older that are enrolled in graduate courses. We acknowledge that this exclusion may be disputed by some. Our rationale is as follows: While many graduate students begin their education immediately upon completion of their undergraduate degree, it is also quite common for individuals to return to graduate school after several years of work experience. While graduate students are undoubtedly older learners, they do not typically face the same issues as the adult

learner seeking an initial undergraduate credential. For our purpose, the adult learner is an individual over the age of 25 enrolled in an undergraduate credential seeking program.

What the Data Tells Us About Adult Learners

While the definition of "adult learner" adopted here is not uncommon, the data collected by Arkansas institutions of higher education and reported to the Arkansas Department of Higher Education (ADHE) is not nearly as precise. ADHE produces reports on the "Total Adult Enrollment," defined as age 25 and older, but this number includes graduate students and "silver scholars." For example, ADHE reports that in 2016 28.3% of all learners in Arkansas were 25 years of age or older. While large numbers of adult learners, as we understand them in this report, are clearly present at many of our two- and four-year institutions, data provide by ADHE reports suggests that 1 in 5 students (20%) at the University of Arkansas at Fayetteville is an adult learner. This figure clearly includes large numbers of graduate students and is not to what we refer here as adult learners. The result is that ADHE, and perhaps our institutions, do not have a good grasp on the number and nature of adult learners enrolled in Arkansas institutions of higher education. The best numbers are provided by foundations such as the Lumina Foundation which reports that roughly 356,000 Arkansas adults started college, earned some credit, but did not earn a credential. The most recent Lumina Foundation report places Arkansas at 48th in the nation in terms of adults with a college credential.

Elsewhere in this report are a number of policy recommendations to address the specific population of adult learners. If the recommendations are adopted, it will be important to have solid baseline data against which to measure policy effectiveness and progress. This baseline data simply does not exist, but should be collected as soon as possible.

Recommendation: ADHE should gather and report data specific to adult learners defined as credential seeking undergraduates 25 years of age and older. Data should distinguish between undergraduate, graduate, and "silver scholar" students. Specific data to include should be credential level being sought (e.g., CP, TC, AA, BA), student demographic information, workforce or academic path, veteran status, and student enrollment status (e.g., new student, returning student, full or part-time, or continuing student).

Challenges and Barriers Facing the Adult Learner

Succeeding in college is incredibly difficult for any student. Roughly 1/4 of all college students complete a bachelor's degree in 4 years and just over 1/3 cross that finish line in 6 years. While significant challenges exist for large swaths of the college-going population, the challenges facing adult learners are particularly acute and merit special consideration, especially since adult learners constitute the bulk of today's college-going students. Consider the following national data:

- Of the roughly 15 million undergraduate students enrolled in college, 85% are adult learners.
- The average age of the Pell Grant recipient is 26, 38% of college students are over the age of 25, 25% are over the age of 30.
- 60% of the students at community colleges are adult learners.
- One in 4 adult learners is attending college while raising a child and of this group 50% are doing so as single parents.

Given the significant number of adult learners and the importance they must play in meeting the education and workforce needs of our state and country, special attention should be given to the challenges facing this population. While some of the challenges facing adult learners also present

challenges to traditional-aged college students, the challenges are frequently magnified for adult learners due to the complexity of their lives. It is important to note that some of the challenges listed below are simply inherent in the population and cannot be resolved by institutions of higher education, although they can, perhaps, be mitigated.

- **Child Care**. As noted above, significant numbers of adult learners are parents and many are single parents. While children can be in school or day-care during normal business hours, many adults rely on evening courses to complete their education necessitating a need for evening child care options. Child care provided by institutions of higher education, while somewhat common, has been scaled back in recent years due to budget and liability concerns. Public-private partnerships may be an option that has merit in some communities with significant adult learners with child care needs.

- **Transportation**. As a student without a college degree and most likely not living in a campus residence hall, adult learners must commute to campus-based courses, sometimes relying on unreliable transportation. While unreliable transportation is not unique to adult learners, it does appear to be particularly acute since virtually all adult learners are commuters, whereas traditional-aged college student without cars can live on or near campus. While IHEs are unable to solve transportation issues, especially in rural areas, offering courses in fully online or blended formats may provide some relief for adult learners facing transportation challenges.

- **Veterans**. One of the largest groups of adult learners is are veterans. These students are both new students to higher education and often returning students. Veterans are an attractive population of potential students for IHEs, especially given the financial support provided to veterans by the Department of Defense. However, it should be recognized that some veterans may present unique challenges for IHEs in terms of fully integrating into campus environments, coping with the loss of camaraderie of their military unit, and perhaps dealing with medical and psychological issues. IHEs should be aware of these issues and explore options such as veterans-only orientations, offices focused on veterans services including social and academic support activities, and special recognition at commencement.

- **Lack of Confidence**. Many adult learners lack confidence in their ability to succeed in college. New adult learners arrive on campus only to find the majority of the students in their classes are substantially younger. Conversations can be difficult, shared interests are challenging to establish, and technology that is second-nature to younger students is a foreign concept to the adult learner. Returning adult students are frequently carrying a perceived stigma of failure from their first attempt at college and a recognition that they may be just as ill-prepared as before and now carrying more daily burdens. IHEs should take steps to make adult learners feel comfortable in an environment largely designed for younger students and provide appropriate academic support.

Policy Considerations

This section of the report outlines a number of policy considerations in the broad areas of admissions and on-boarding, academic policies, finances, curriculum offerings and development, and other areas. In each case, the format is to provide a brief description of the policy issue and then offer a recommendation. We recognize that these recommendations range from the free to the expensive, from the easy to implement to the difficult to accomplish, and from the small impact to those resulting in transformative change. We also recognize that these policy recommendations would need to apply to

the entire student population and that while these recommendations would benefit a wide swath of students, they would disproportionately benefit the adult learner.

Admissions and On-boarding Considerations

- **Remediation**
  - **Issue Brief**: Remediation is a vexing problem that challenges educators in both K12 and higher education. Most remedial programs are designed to tackle the issue of new learners and are designed with the assumption that the learner has recently exited high school. Under most programs, an assessment of some sort is administered to determine if the learner is adequately prepared for college-level mathematics, reading and writing. Learners deemed to be deficient are placed in remedial/developmental courses or, more recently, courses that combine college credit-bearing material and remedial material (sometimes co-req or co-remediation models).

The adult leaner presents special challenges to this model. First, for the adult learner that is new to college, the current remedial assessment model works but may be based on a false assumption: The current remedial model assumes that someone who tests into remedial course work is lacking the necessary college skills and, more importantly, is fresh off of years of attempts to prepare the student for college work. The first time college adult learner who tests into remedial course work may have reached a level of college readiness at the time of his high school graduation but since graduation his skills have deteriorated. It is quite possible that the adult learner has a strong academic foundation, but the years have added layers of "rust" to college-level mathematics, reading and writing skills. For this student, a full semester (or multiple semesters) of remediation may not be necessary and may, in fact, be insulting and degrading. A refresh is what is needed, not remediation.

Another class of adult learners – the stop-out--presents a different challenge. This adult learner started college and completed college-level mathematics and/or English but stopped-out of college for a number of years. The stop-out period has resulted in a degradation of previously solid college-level skills. However, unlike the previous class of adult learners, this learner cannot be placed into remedial courses or into credit-bearing mathematics or English courses because he has already received credit for these courses. The challenge for both the student and the institution is that the learner is not prepared to succeed in subsequent coursework. Like the previous class of students, a refresh is in order.

  - ***Recommendation: All students over the age of 25 should be tested at part of the admission process in the areas of math, reading comprehension and writing. Efforts should be made to use free evaluation instruments. Where possible, high school and prior college transcripts and standardized test scores (e.g., ACT, SAT) should also be examined. First-time adult learners showing a need for remediation and with prior evidence of academic difficulty in math, reading and/or writing should be placed into co-remediation courses. Returning adult learners who have completed a college-level math and/or English course, and who indicate a need for remediation, should be provided a "refresh course" option. The refresh course option could take the form of a workshop, online learning modules, or a concurrent lab option to an existing course. It is recognized that this recommendation bleeds into the work of the remedial education subcommittee and we suggest that the unique needs of the adult learner be taken into account in their recommendations.***

- **Prior Learning Assessment**
  - **Issue Brief**: Adult learners who have spent significant time in the workforce or the military have likely acquired skills and knowledge that may map to learning objectives of some courses. In recent years, there has been a renewed interest in prior learning assessment (PLA). PLA, once popular in the 1970s, fell out of vogue as some IHEs simply began awarding college credit for having been employed. PLA, done properly, is a rigorous evaluation of knowledge already possessed by the student and the assignment of college credit. In principle, PLA is not unlike CLEP tests except credit is not awarded via a challenge exam. Instead, the student typically prepares a portfolio which demonstrates his knowledge, the portfolio is evaluated by a faculty member, and the credit is awarded. CAEL is the nation's leading authority on PLA.

    It is worth noting a few concerns related to PLA. First, not all IHEs will accept credit awarded via PLA in transfer. Second, to maximize the earned credit, students most likely need assistance in preparing the portfolio. CAEL, for example, offers a portfolio preparation course. Finally, PLA presents a challenge in onboarding a student since ideally the advisor would be aware of all possible earned credits before advising a student. PLA portfolio preparation and evaluation, done properly, takes time, meaning the advisor's initial conversations most likely do not benefit from knowledge of the results of the PLA evaluation.
  - *Recommendation: ADHE should develop a PLA policy that facilitates the transfer of credit awarded via PLA. ADHE should also give consideration to the development of a PLA evaluation program, perhaps coordinating resources at Arkansas public IHEs. In the absence of a state-based program, Arkansas IHEs should consider PLA programs at the campus level. The ideal program will include a portfolio-preparation course and a fee to be charged for the evaluation of the portfolio. Students would not pay for the credits awarded, only for the evaluation of the portfolio.*

Academic Policy Considerations

- **Fresh Starts/Academic Clemency**
  - **Issue Brief**: It is no secret that a great many adult learners left school due to poor academic performance. The poor performance could have multiple causes such as lack of preparation, inadequate academic support, or life issues. Regardless of the cause, the adult learner may be a completely different student upon his return to college yet prevented from doing so due to a poor academic record.
  - *Recommendation: It is recommended that the state of Arkansas adopt an academic "fresh start" policy that provides for academic clemency after a 5 year period from the date of last attendance at an Arkansas IHE. Under such a policy, the student would have the right to reapply for admission to an Arkansas IHE and all prior academic history would be ignored in the admission decision and in the calculation of future grade point averages. The prior transcript remains a part of the academic record, but is not considered in the calculation of g.p.a., graduation requirements, and so forth. The student is not permitted to save courses that may have been passed while excluding those with failing grades. This is an all or nothing option*. *Some institutions have adopted a similar policy, but it is not a state requirement. A student should only be permitted use the fresh start option one time*.

Some institutions have adopted a similar policy, but it is not a state requirement. A student should only be permitted use the "fresh start" option one time.

- **Repeat Policy**
  - **Issue Brief**: Virtually every student will stub his toe in at least 1 course during his academic career. Depending on the student's academic standing, a failing grade can have severe consequences. Many IHEs have adopted a grade repeat or replacement policy whereby the student may retake a class in which a "D" or "F" was earned. After completing the course a second time, the new grade included in the g.p.a., the previous grade is excluded from the g.p.a, but both grades remain on the transcript.
  - ***Recommendation: It is recommended that ADHE develop model grade repeat policy language and encourage its adoption. A model policy would permit grade replacement for an earned "D" or "F," would require both grades to remain on the transcript, and limit a student to 15 hours of grade replacement throughout his undergraduate academic career. In calculating the g.p.a., the second earned grade would be included and the first grade would be excluded.***

- **Last Minute Returners**
  - **Issue Brief**: While not unique to adult learners, consensus was that adult learners are far more likely to make the decision to return to college just days before classes begin or literally after classes have already started. This is especially true of stop-outs who perhaps feel uncomfortable with the registration process. IHEs, perhaps out of a misplaced belief that they are helping students and also a desire for additional headcount and tuition dollars, admit these students. By a large percentage, these students are far more likely to fail and drop out.
  - ***Recommendation: IHEs should consider a policy that closes all course registration prior to the first day of classes.***

- **Ombudsman**
  - **Issue Brief**: IHEs are complex organizations that are difficult to navigate, even for the well-informed. Administrative offices are scattered across a large campus, university officials frequently do not communicate with others outside their silo despite the fact issues often involve multiple silos, and rules and regulations change from catalog to catalog and can be difficult to interpret. For the adult learner who is simply trying to return to school to finish what he started, this can sometimes seem overwhelming. While it is true that sometimes life gets in the way and results in a student stopping-out of school, is also the case that some we (IHEs) get in the way. Some organizations, including some IHEs, have found an Ombudsman Office an effective solution to assist students with problem-solving. These individuals are not advocates for the student or the institution but rather attempt to resolve problems and are more akin to mediators.
  - ***Recommendation: IHEs should be encouraged to create and Ombudsman Office, or similar position, that serves as a resource for students to resolve problems. This office is not envisioned as replacing established campus processes related to things such as grade appeals and grievances. ADHE may wish to give consideration to a similar office.***

Financial Considerations

- **Scholarships for Adults**
    - **Issue Brief**: Financial barriers are one of the most significant barriers for any student but particularly acute for the adult learner. The adult learner, in addition to needing tuition dollars, is also more likely than a traditional student to need financial resources for child care, mortgage, car payment, and so forth. Unfortunately, many scholarship funds are targeted at traditional-aged college students. It is not uncommon to see scholarship priority given to those just out of high school, to require the submission of ACT or SAT scores, or require full-time enrollment – all of which are likely impossible conditions for the adult learner.
    - ***Recommendation: ADHE should set aside significant funds to support adult learners. These funds should be need-based. The scholarship requirements should be tailored to adult learners and not require full-time enrollment or the submission of standardized test scores. IHEs should consider creating similar scholarship sources for their institution.***

- **Affordability & Payment of First Course**
    - **Issue Brief**: Tuition affordability is an issue impacting all students, not just adult learners. As noted elsewhere, adult learners do not always have access to the same scholarship opportunities which perhaps forecloses some options. Efforts to keep tuition in check will benefit all students, including adults. For adults with access to employer-supported programs, sometimes the challenge is simply paying for the first course. For these adults, once a course has been completed and an appropriate grade earned, the employer will reimburse the student for some or all of the tuition. However, securing payment for that first course to simply start the program is still required and not typically provided by the employer.
    - ***Recommendation: Any efforts to check the increase in tuition should be pursued as it will benefit all students, including adult learners. Specifically for students with access to employer benefit programs that cover educational expenses, IHEs should consider adopting a policy that would allow students to forego payment of the first course upon proof that the employer will pay for the course upon evidence of successful completion of the program. Allowing the student to pay at the end of the course would allow students in employer-sponsored programs to begin without the need to front the costs of tuition.***

- **Financial & Transcript Holds**
    - **Issue Brief**: When many students step away from college, they do not always do so in a manner that resolves all their financial obligations to the IHE. Parking tickets, library fines, and unpaid residence hall bills may be lingering on the student's record resulting in an enrollment hold. In some cases, these delinquent bills have multiplied several times due to late fees. The result is that a student who wishes to return to college is unable to do so without first paying the bill and he cannot pay the bill because he does not have a job with a sufficient wage to secure the funds. Without a transcript the student's new institution will not admit his or, if they do, the student is forced to walk away from credits he may have earned. This is a real barrier to many students.
    - ***Recommendation: ADHE should work with Arkansas IHEs to determine whether options are available for students to eliminate financial holds from prior college work that prevent***

the return to school. Some options may include a grant or loan to cover the outstanding amount that would permit the removal of the hold.

- **Employer Benefits**
    - **Issue Brief**: Many adult learners are currently employed. Research has shown that employers who support the educational advancement of their employees are rewarded with a more loyal and skilled employee. While some employers have active employee benefit plans that support the educational goals of their employees, many employers do not have these programs, many programs are overly restrictive, and some employers do not actively promote the programs. Finally, virtually all employers are unfamiliar with PLA and do not cover PLA in their plans, even though credits earned via PLA are far less expensive for both the employer and the student.
    - ***Recommendation: ADHE should work with the Arkansas State Chamber and other entities to promote the value of employer-supported education benefit programs, encourage employers to adopt and expand their programs, and to remove restrictions on the types of education supported by the program. A special effort should be made to educate employers about features of PLA and encourage the financial support of credits earned via PLA.***

Curriculum Considerations

- **Learning Modalities for Adult Learners**
    - **Issue Brief**: Adult learners have complex lives - they work, they care for family members, they are raising children, they are in relationships. These obligations render traditional full-time MWF and TTH course schedules nearly an impossibility. Adult learners require flexible course offerings that cater to the unique nature of the adult learner such as flipped classrooms, blended schedules, online course offerings, and short courses. These options are not without expense and have significant implications for traditional data reporting metrics.
    - ***Recommendation: IHEs should, where consistent with their mission and resources, consider learning modalities that support adult learners. These modalities might include fully online courses and degree programs, flipped classrooms that reduce the need for face-to-face instruction, short courses that allow the student to focus intensely and earn credits rapidly, and blended course schedules that utilize online courses to reduce on-campus time. Weekend courses might be an option appropriate for some IHEs.***

- **Competency-Based Education**
    - **Issue Brief**: In recent months, there has been increased discussion of competency based education (CBE). CBE is a method of instruction that shifts the focus from seat-time (the 3-credit hour course) to the demonstration that a competency has been mastered. In a CBE program students move as quickly – or slowly – as they need to in order to master the content. Faculty mentors are available to assist students with the content, but traditional lecture courses are typically not part of these programs. Some CBE programs bill students by the month or other time period with students having access to finish as many competencies as possible during that time period. Some believe that CBE programs are

better suited for adult learners who can work at their own and perhaps leverage skills they may have acquired from the workplace.

However, there are several cautions related to CBE. For example, a student that wishes to discontinue a CBE program and transfer to a traditional program will likely find the transfer difficult since competencies do not always align with credit-bearing courses. Additionally, the US Department of Education and accreditors are still struggling with how best to approach the accreditation of these programs and access to Title IV funds.

- o *Recommendation: ADHE should continue to monitor developments in area of CBE and provide Arkansas IHEs with appropriate information. It is our belief that there is currently too much uncertainty surrounding CBE programs to merit aggressive implementation of these programs; however, as this programs are in the early stages of their evolution, further investigation is warranted.*

- **Curriculum Selection and Design**
  - o **Issue Brief**: While an overgeneralization, adult learners typically have different learning objectives and needs than traditional students. Generally speaking, adult learners are interested in degree programs that translate to improved positions in the workforce. While some adults undoubtedly pursue education for the sake of education, most are interested in changing careers, securing a promotion, increasing their earning power, or obtaining an initial job. This career focus has implications for the degree programs that are likely to appeal to adult learners.
  - o *Recommendation: ADHE should actively promote the workforce needs of the state and how those workforce needs align with degree programs offered by Arkansas IHEs, including earning potential for certain careers. IHEs should offer degree programs that support the workforce needs of the state. In designing curriculum offerings, IHEs should stress the real world relevance of the curriculum.*

- **Academic Support for Adult Learners**
  - o **Issue Brief**: Returning to school after a number of years can be a daunting task as one resumes the rhythms of school. For those adults who are making their initial transition to college, the obstacles seem even steeper since faculty members and IHEs make assumptions about the baseline knowledge of students. What is forgotten is that adult learners may not have the same baseline knowledge and may simply be too embarrassed to ask for help. Minor matters such as how to properly format a paper may have changed over the years or may have never been part of the adult learner's baseline. Some educational experts refer to this as the "hidden curriculum" and efforts should be made to make the hidden curriculum explicit.
  - o *Recommendation: IHEs should consider efforts to make the hidden curriculum explicit in programs that cater to adult learners. Academic support services should be provided, specifically targeted at adult learners, which ease the transition to college and support the adult learner's success.*

Other Considerations
- **Public Relations – Communicating the Value of the Degree**

- o **Issue Brief**: The US Department of Labor estimates that over the course of a lifetime a college graduate earns $1 million more than a high school graduate. There is also extensive research that demonstrates that college graduates lead healthier lives, are more likely to be engaged in various forms of civic participation, and make their communities more livable. All of these benefits should be communicated to adult learners who are likely candidates to start or return to college to earn a credential. At present, Arkansas lacks an aggressive marketing campaign on the value of a college credential. Moreover, what marketing efforts do exist tend to disproportionally include images of traditional age college-going students (18-24 years of age).
  - o ***Recommendation: Communication plans should educate the public on the value of obtaining a college credential. Special attention should be paid to crafting a message that is directed at the adult learner, both in terms of words and images. We recognize that a more detailed examination of communication issues has been undertaken elsewhere in the Master Plan.***

- **High Risk Students and Performance-Based Funding**
  - o **Issue Brief**: Many adult learners have checkered prior academic records and, due to pressures in their lives, remain high-risk students. The risk is, of course, dropping out of school once again. Having dropped out of school once before, doing so a second time doesn't seem problematic. Factors such as low SES, work responsibilities, required remediation, lack of appropriate institutional support, and the need to take care of ailing family members are just some of the many reasons adult learners leave school. As a result, IHEs working with these students are, almost by definition, engaging with a high-risk student population. Performance formulas that do not account for this risk will discourage out-reach efforts to the adult learner population.
  - o ***Recommendation: While not the prevue of this committee, we recommend the performance formula not discourage IHEs from working with high-risk populations. This could manifest itself in a shift away from full-time student and year-to-year retention biases and to credential completion, regardless of the credential level.***

- **Silver Scholars**
  - o **Issue Brief**: While not the direct focus of the committee's work, the issue of the silver scholar tuition waiver was discussed during the context of the committee's deliberations. Current statutes provide for a tuition (but not fee) waiver for those over the age of 60. While broad support for this policy remains, there is a general consensus that this policy needs revision to prevent limited instances of abuse. For example, it was mentioned that a group of silver scholars repeatedly enroll in a golf exercise course at a university as a way of avoiding paying green fees. Clearly, this is not the intent of the statue.
  - o ***Recommendation: The tuition waiver policy for seniors be revised to provide the tuition waiver only for seniors that are seeking a credential and that tuition waivers may only apply to the first time the student enrolls in the course.***

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Appendix C. College Readiness Work Group Report

ADHE Master Plan – Closing the Gap 2020
Working Group on COLLEGE READINESS

EXECUTIVE SUMMARY
The Arkansas Department of Higher Education (ADHE) announced and the Arkansas Higher Education Coordinating Board (AHECB) approved Arkansas' Closing the Gap 2020 Master Plan at the AHECB meeting on October 30, 2015. To implement the Master Plan the ADHE Director, Dr. Brett Powell, developed and charged seven working groups with identifying best practices already in place in Arkansas and across the nation that could be adopted, revised and brought to scale to benefit Arkansans in pursuit of the goals articulated through the master plan. These seven working groups include:
- Adult Learners
- College Readiness
- Remediation
- Student Success Innovations
- Communication Strategies Affordability
- Institutional Funding

The College Readiness Working Group with representatives from community colleges, universities, Arkansas Department of Career Education, Arkansas Department of Education, and Arkansas Department of Higher Education first met in November, 2015. The members met monthly to review best practices, learn of college readiness programs offered in Arkansas, and discuss strategies to increase college going rates, improve success in higher education, and prepare students for successful completion of the post-secondary education so vital to Arkansas' economic well-being in the 21st century. It is well documented that a post-secondary credential will make a significant difference in lifetime earnings, lead to better health, and improve the quality of life for all individuals, their families, and their communities. As noted in Closing the Gap 2020, only 28% of Arkansans hold an associate's degree or higher, an accomplishment that places Arkansas 49th in the nation in terms of postsecondary attainment. Furthermore, no more than 15.4% of the population are estimated to hold postsecondary certificates. Data suggest that, to meet Arkansas' projected 2020 workforce needs, it is imperative for Arkansas to increase the number of high school graduates and adult learners in the state who pursue and successfully complete a post-secondary credential. The College Readiness Working Group review of best practices recognized that successful college readiness programs shared many similar attributes including the following:
1) Rigorous academic curriculums with opportunities for high school students to earn early college credits through AP courses, concurrent or dual enrollment, summer bridge courses, or career technical courses; 2) Early and continuing opportunities for secondary students to learn about colleges, careers, financial aid, financial literacy, and campus life, prior to their high school graduation; 3) Non-cognitive and character skills development, student success skills training, mentoring, advising, goal setting, and parental training; and often 4) Training and career exploration for middle school students and even for students at the elementary school level.
While most college readiness programs address the recent high school graduate, the working group also identified unique needs of the adult learner. Adult learners require solid and consistent support services

as they are usually balancing family, jobs, and education. In addition, they are frequently several years removed from their previous educational endeavors, be it high school or some college, thus requiring additional "bridge" or "brush-up" opportunities. While the best practice programs for this population, as reviewed by the working group, are less frequent than those geared toward more traditional students, there are nonetheless numerous examples that provide foundational insights for how Arkansas should address the needs connected to returning these students to effective postsecondary educational programs. As is the case with the traditional college readiness programs, effective college return programs share similar attributes. In addition to emphasizing some of the same aspects listed above, the best programs also provide opportunities for adult learners to engage or re-engage at a pace and in manners aimed at building confidence in their often-considerable skills and experiences.

Fortunately for Arkansas, many best practice programs incorporating these attributes exist across the state and are functioning at high levels. The challenge for Arkansas then, as the working group understands it, centers on how best to integrate all of the needed attributes into the programs and then scale them up and provide the support that ensures their continuing effectiveness for statewide populations, rather than simply adding more local or regional programs.

The report that follows is a culmination of the findings and recommendations of the College Readiness Working Group.

ADHE MASTER PLAN – COLLEGE READINESS WORKING GROUP REPORT

1. **ADHE Master Plan Goals to be addressed:**
   - **Goal 1: Raise completion and graduation rates of colleges and universities by 10%**
     o Reduce the percentage of students requiring remediation to prepare them for college-level course work
     o Reduce the time needed for students to complete remedial requirements
     o Raise first year retention rates of students to SREB regional averages
   - **Goal 2: By Fall 2018, increase the enrollment of adult students, age 25 to 54, by 50%.**
     o Reduce the remedial course enrollments for adults by 5% through alternative means of preparing adults for college-level work
     o Improve communication of the value of higher education to non-traditional students
   - **Goal 3: Raise the attainment rates of underserved student groups by 10%.**
     o Raise the overall college-going rate for all student groups by 5% - from 50.1% to 55.1%
     o Raise the underserved student college-going rate to equal to that of other students
   - **Goal 4: Improve College Affordability through effective resource allocation.**
     o Reduce time to degree for students
     o Allocate 25% of state scholarship funds to need-based programs
     o Re-allocate institutional spending to maximize efficiency and effectiveness

2. **What changes are necessary to achieve progress toward the goals?**
   - Create college-going culture for high school students and for adult learners
   - Increase number of students taking ACT, completing FAFSA applications, applying for admission to college (recommend that all high school students to complete the FAFSA and fill out a college application)
   - Develop a universal state-wide college/university application
   - Offer summer bridge programs to assure students are ready for college-level courses – for both high school and adult learners
   - Assure students are aware of what it takes to be successful in college – advising, college visits, student success courses
   - Amend ACT 879 (2011) – *An act to increase public school student access to postsecondary preparatory programs in Arkansas; to provide public access to information concerning postsecondary preparatory programs*
   - Fund ACE's current college and career coach program and expand program to every district in Arkansas (Act 1285 – College and Career Coaches and Act 1279 – CTE).
   - Recommend that every middle school and high school student to be involved in college and career readiness programs and plans
   - Provide resources/funding for concurrent (Early College) and dual enrollment courses
   - Provide resources/funding for summer bridge programs
   - Encourage changes in remediation programs – co-requisites, other college level math courses (Statistics or Quantitative Analysis for College Algebra), and remediation in high school or summer bridge
   - Build a robust website to include information to support college and career readiness
   - Develop marketing campaigns for all levels of post-secondary education and for diverse students (i.e., age, gender, ethnicity, veterans, etc.)

- Develop strong partnerships with area Adult Education centers
- Facilitate discussions between high school and college faculty related to college readiness, academic rigor, and alignment of high school and college level courses
- Create an institution student-ready culture on college and university campuses
- Offer professional development opportunities for middle school and high school faculty and counselors to better equip them with tools and knowledge of all types of programs, professions, and colleges/universities to assist in creating a college going culture in the state
- Offer informational meetings and training workshops to support parents of high school students, especially of first generation college students
- Support Career Pathways Initiatives – addresses the non-traditional students with children
- Provide Teacher, Counselor, and Education Leadership preparation programs for future and existing staff with training and professional development related to college and career readiness
- Redesign and implement Educational Leadership programs to connect real world college readiness opportunities to student success
- Inform and educate the public on what it means to be "college ready" – marketing

3. What strategies have been adopted by institutions in Arkansas or other states?
Legislation related to College and Career Readiness:

- **Act 743** – College and Career Readiness Standards for Career and Technical Education.
- **Act 960** – College and Career Coaches Program.
- **Act 1279** – Amending College and Career Readiness Standards for Career and Technical Education Programs.
- **Act 1285** – Establishing the College and Career Coaches Program.
- **A.C.A. 6-18-223** – Credit for College Courses in Secondary Education
- **AHECB Policy 5.16** – Concurrent Enrollment
- **ADE Rule** – Concurrent College and High School Credit for Students Who Have Completed The Eighth Grade – December 2012
- **A.C.A. 6-15-2012** – Transitional Courses
- **A.C.A. 6-15-441** – Arkansas College and Career Readiness Planning Program

College Readiness Programs in Arkansas (These are examples of best practices in Arkansas but it is not intended to be an all-inclusive comprehensive list):

- **Academy for College Excellence (ACE)** – Ozarka, PCCUA, COTO, ASUN: Participating colleges are developing a non-cognitive intervention to support student success based on the ACE model. The intervention focuses on building student's sense of academic self-efficacy and college identity, improving student's individual and team communication skills, and developing student's self-control and perseverance. ACE has developed a non-cognitive assessment tool that assesses and measures student improvement in these affective dimensions.

- **Accelerating Opportunity** – ASUMS, CCCUA, ASUB, COTO: Participating colleges are building specific career and technical education program pathways that integrate basic skills instruction into career and technical education program classes. The colleges are partnering with their adult education programs and using adult education instructors to teach the integrated basic skills, using the I-BEST model pioneered in Washington State. GED students are being targeted so that these students can more quickly enter a college credit program and earn their GED as part of the basic skills instruction they receive, thus eliminating the need to earn a GED first before entering college. Participating colleges are targeting welding, HVAC, mechatronics, machining, diesel technology, medical terminology and cosmetology. Arkansas Department of Education is expanding to more colleges and is making AO a part of the new WIOA state plan.
- **Arkansas Career Coach Program** – (45 coaches based in 49 high schools through 18 two-year colleges in 31 counties)
- The College and Career program (formerly known as Arkansas Works) is designed to motivate and support Arkansas students to achieve their goals as it relates to college and career planning. Students may begin working with a Career Coach in the 8th grade (7th, if enrolled in Career Orientation) with continued services through high school graduation. Career Coaches work in partnership with the Career Orientation Instructors and School Counselors to assist with the development and revision of student's college and career plans. The College and Career Coach program provides assistance and information for resources in the areas of: academic tutoring, career counseling, mentoring, financial guidance, and other supports necessary for postsecondary education/training access, retention, and success.

The program is administered through the Arkansas Department of Career Education and has established partnerships with the Arkansas Department of Education, Arkansas Department of Higher Education and Arkansas Department of Workforce Services. During the pilot phase, the program was designed to provide college and career planning services and activities to middle/high school students within the 21 most economically challenged counties across the state of Arkansas. After the completion of the pilot phase, the program was able to demonstrate a positive impact through record-keeping and data collection in the areas of college-going rate, ACT Scores, Remediation rates, and financial aid applications. The successful implementation allowed the College and Career Coach Program to be expanded beyond the initial 21 counties.

- **Arkansas College and University concurrent/dual enrollment programs**
- **ADE AP/IB programs/concurrent courses**
- **Arkansas Guided Pathways** – NWACC, NorthArk, COTO, PCCUA, ASUN, ASUB: Participating colleges are developing better "pathways" for students to enter and complete programs of study to include college and high school students. Three primary strategies are involved in building better pathways. First, better "on ramps" for students to select and enter a program of study, including improved career exploration and advising for new undecided students, accelerated and even contextualized developmental education, and "meta majors" that allows students to explore a broad range of majors before selecting

a final program of study. Second, more structured programs of study, including default degree plans with default sequencing of courses and predictable course schedules (even block schedules, if possible). Third, proactive monitoring of student progress and provision of support services.

- **A-State K-20 Educational Enrichment Initiative**: Arkansas State University's K-20 Educational Enrichment Initiative seeks to facilitate collaboration between A-State and Arkansas K-12 public schools to encourage educational partnerships, enhance student intellectual growth, and enrich college and/or career opportunities for Arkansas students. Activities include: Concurrent Program, Enhancement for area home schooled students, Arkansas Teacher Cadet Program at Jonesboro High School, development of a Certificate in Business Information Systems (BIS) – a 24-hour certificate with college courses in accounting, database management, and general business.
- **Donaldson Academy (UALR)**
- **Dr. Charles W. Donaldson Summer Bridge Academy** (SBA) is a three-week intensive residential program aimed at improving the retention and graduation rates of first generation, multi-ethnic students. A collaborative effort across the university, the program aims to eliminate the need for developmental coursework. The curriculum focused on national literacy learning outcomes for first-year writing students and habits of mind from the Framework for Success in Post-secondary Writing.
- **Dr. Charles W. Donaldson Scholars Academy** (CWDSA) is a collaborative effort between UALR, Philander Smith College, and the Pulaski County Special School District which seeks to break the cycle of under preparedness and low graduation rates for minorities. The goals of the program include improvement in academic achievement and in test scores used in college admission; an increase in high school graduation rates; entry in post-secondary programs without need for remedial courses, and completion of a baccalaureate degree in four years. The program encourages creativity, critical thinking, civility, and success beyond high school.
- **CWDSA – Tri-district Saturday Academy** is a weekend component of CWDSA. One Saturday of each month, students go to UALR or PSC to work to improve competencies in reading, writing, and math. Students from LRSD and LNRSD receive specialized instruction based on their COMPASS scores, including ACT prep, college prep and other activities.
- **Gateway to College:** ACC organized a discussion with representatives from 14 of the state's community colleges and staff from Gateway to College, which is a national organization that supports local programs that serve high school drop outs or soon to be drop outs to earn their diploma and get on a path to college. With the state's new law that allows k-12 funding to be used for such programs, the policy setting is ripe to build these kinds of programs across the state.
- **Gear-Up (Phillips)** – *See programs outside Arkansas for general description.*
- **KIPP Academy (Helena/West Helena**) – *See programs outside Arkansas for general description.*
- **LIONS' Summer Bridge Program at UAPB**

- The Learning Institute and Opportunities for New Students (LIONS) summer program is design to promote academic success for at-risk first time entering students and students who are interested in a jump start to freshman year. These students will become a part of a cohort of students who will reside in the dormitory and enroll in courses with minimal costs to students. The LIONS is supported by the Walton Foundation and UAPB matching funds.
- UAPB LIONS program allows students to complete 6 hours of developmental coursework during the second summer semester. Students in the LIONS program are provided support services to include academic, personal and social development. The LIONS students have a pass rate at 70% greater than the UAPB Freshmen. Additionally, LIONS pass freshman-level courses at a 25% greater rate than UAPB Freshmen. Summer II 2015 Cohort had 281 students in the cohort. The program is under the auspices of Enrollment Management. The program has grown from 30 students to just under 300 students with 400 students anticipated for second summer session 2016.
- **Math Pathways to Completion:** Arkansas was just selected as one of five states to be part of the Math Pathways to Completion initiative being managed by The Dana Center at the University of Texas. This initiative will be coordinated in Arkansas by ADHE with ACC.
- **Razor C.O.A.C.H. (Creating Opportunities of Arkansans' Career Hopes)** at the University of Arkansas. **Razor C.O.A.C.H.** places college/career coaches in northwest Arkansas high schools to work with "at-risk" students. The coaches provide one on one guidance in setting academic goals, exploring career options and pursuing post-secondary education. The mission of the program is to motivate and support NWA students in grades 10-12, in order to increase their knowledge of and access to opportunities beyond high school.
- **Southwest Prep Academy** (Arkadelphia) www.swacollegeprep.com/: The Southwest Arkansas College Preparatory Academy was created to strengthen college preparedness through the use of the ACT's Explore, PLAN, and ACT test data. The EXPLORE test identifies students who express an interest in college but whose test scores indicate remedial courses may be required at the college level. The Academy serves as an intervention to eliminate the students' need for remediation. Each student's progress is monitored annually to create a seamless transition between middle and high school and high school to college. Project Goals and Activities:
- Increase each student's ACT score for unconditional college admission, with no remediation needed.
- Increase the number of students who complete the requirements for associate and/or bachelor's degrees.
- Increase the number of students who demonstrate workplace readiness skills for Southwest A-ERZ communities.
- Remediate students in the shortest amount of time (a priority recommended by the 2008 Arkansas Task Force on Higher Education Remediation, Retention and Graduation Rates).
- Use existing test data in innovative ways to benefit students' future success.

- Capture academically challenged students at a time when fundamental educational strategies can be reinforced without the stigma of "remediation."
- The **Philander Smith College S.T.A.R.T. Summer Bridge Program** is a five-week academic enrichment and leadership development program. It provides a seamless transitional opportunity for first-time freshmen to get an early and strong start on their college career by staying on campus, and completing up to eight (8) credits during five (5) weeks in the summer. This intense and exciting summer experience offers students the opportunity to prepare for the academic, personal, and social challenges that they may encounter while in college. Students are provided with a structured environment conducive to building the fundamental skills and relationships necessary for successful completion of a bachelor's degree. In addition to tutoring, study skills training, and academic and leadership development workshops, the Program provides extensive academic and personal counseling to equip and support participants. Students selected as Philander Smith College S.T.A.R.T. Summer Bridge Program Scholars are awarded a summer-only scholarship that covers tuition, housing, and a meal plan.
- **Upward Bound in Arkansas** – located at 17 colleges and universities in AR – 19 cohorts – 1,469 students – *See programs outside Arkansas for general description.*
- **Working Families Success Network (WFSN) Community College Expansion** – EACC, COTO, PCCUA, NorthArk: Participating colleges are expanding non-academic support services for students, including financial education and financial coaching aimed at helping students better understand and manage their household budget and expenses which includes but is not limited to paying for college. College are creating access to innovative financial services developed for college students by the Center for Financial Service Innovation, and access to income supports such as emergency grants and public benefits to better help students manage their financial lives. The project is being managed by Achieving the Dream. Arkansas is one of four participating states.

College Readiness Programs Outside Arkansas (These are examples of best practices in the nation, but it is not intended to be an all-inclusive comprehensive list)**:**

- **Alliance College-Ready Public Schools** (http://www.laalliance.org/): Alliance College-Ready Public Schools is the largest nonprofit charter organization in Los Angeles, comprised of 27 free, public charter high schools and middle schools serving 12,000 students. Alliance employs the highest achievement standards and latest innovations in technology to prepare students for success in college and future careers. Since 2004, more than 95% of Alliance graduates have gone on to college. Alliance's brand of high performing schools delivers a consistent educational environment and experience for students-preparing every student with the skills, experience, and knowledge to enter college. The measures for success are that all students continuously enrolled for at least four years will graduate from high school prepared for success in college as indicated by:
    - Students passing University of California and California State University A-G course requirements with a grade of C or better

- Students taking and passing Advanced Placement Courses with a grade of C or better and passing AP Exams with a score of 3 or higher
- Students meeting college readiness criteria on exams including SAT, ACT and Early Assessment Program (EAP)
- 100 percent of the graduates accepted into college
- Fewer than 15% of students required to take remedial English or Math upon college entrance
- Middle school students enrolled for at least three years will culminate ready for success in high school indicated by taking and passing Algebra 1 by grade 8

- **ASPIRE Public Schools** (http://aspirepublicschools.org/): ASPIRE is a not for profit organization that builds and operates high quality public charter schools to prepare urban students for college.Currently Aspire operates 38 schools in California and Tennessee serving over 14,600 students in grades K-12.
- **AVID** (http://www.avid.org/): AVID is a systematic instructional system for students in K-16. The AVID College Readiness System is a school-wide transformational effort focused on leadership, systems, instruction, and culture, and is designed to prepare students for college readiness and success. AVID's kindergarten through higher education system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.
- **Bottom Line** (https://www.bottomline.org/): Since 1997, Bottom Line has addressed the low college graduation rates of at-risk urban youth. The organization was founded on the belief that students need a mentor and a guide during the college application process *and* throughout college to succeed. By providing consistent one-on-one support, Bottom Line has helped thousands of low-income and first-generation students stay in college and complete their degrees. Bottom Line is a privately funded 501(c)(3) non-profit organization, serving almost 4,000 students through two primary programs – College Access and College Success – from offices in Boston and Worcester, MA, New York, NY and Chicago, IL.
- **Breakthrough Austin** (http://www.breakthroughaustin.org/): Breakthrough's program combines individualized case management with extended learning time over twelve years of direct service. Key programs and services include:
  - **Case Management:** Each Breakthrough student is assigned a case manager who shepherds the critical relationship between students, parents, schools, and community from middle school through high school and college completion. Breakthrough staff members fill gaps and find resources to make college possible, working over the long term to meet the needs of the whole child – academic, social, physical, and emotional – to ensure that he or she remains on the path to college.
  - **Middle School Summer Programs:** The programs are held on the University of Texas at Austin campus, St. Andrew's Episcopal School, and a campus in Manor ISD. The Middle School Summer Program helps combat summer learning loss, a leading contributor to the achievement

gap. Teachers are exceptional and diverse high school and college students who serve as AmeriCorps members. With a 1:6 teacher-student ratio, our model helps younger students experience breakthroughs in academics and confidence while the older students discover potential as educators and leaders.

- **Saturday and After-School Programming:** Breakthrough offers Saturday and after-school programming. Students participate in project-based academic activities and community service while learning valuable skills.
- **High School Transition:** To inform 8th grade students and families of important high school programs, services, and requirements, so they transition successfully into the 9th grade.
- **High School Institutes:** As students enter high school, Breakthrough helps them gain experience and life skills that will be beneficial in college and beyond. In 9th grade, students participate in a four-week STEM (Science, Technology, Engineering, Math) Academy where hands-on projects teach a passion for STEM. 10th graders attend a summer institute focusing on leadership skills, school success habits, and college and career exploration. Breakthrough facilitates productive summer activities – from volunteer work to internships to college courses – for students entering 11th grade, helping them build their college resumes. And the summer program for rising high school seniors focuses on college preparation and guidance, with an early start on completing college applications.
- **College Exploration, Preparation, and Guidance:** Students in 10th, 11th, and 12th grade visit colleges, attend college fairs, receive SAT/ACT preparation and registration support, and begin guided scholarship searches. Twelfth graders receive individualized support as they apply to college and complete financial aid paperwork. Students and families are guided through the entire process, every step of the way.
- **College Completion Program:** The College Completion Program is a year-round program to help college students and high school graduates be successful in college, persist, and ultimately graduate from college. The program addresses two key components that studies have shown increase college completion outcomes of low-income, first-generation college students: comprehensive and ongoing mentoring and support, and mastery of important non-academic skills needed for college success, such as academic perseverance, learning strategies, and social skills.
- **California Student Opportunity and Access Program** (http://www.csac.ca.gov/doc.asp?id=77): The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. Today, Cal-SOAP is designed to improve the flow of information about postsecondary education and financial aid while raising the achievement levels of low-income, elementary and secondary school students or geographic regions with documented low-

eligibility or college participation rates, and who are first in their families to attend college. Some common services provided by the consortia includes advising, tutoring, parent outreach, and college awareness workshops while improving the flow of information about postsecondary education and financial aid.

- **College Forward** (http://collegeforward.org/): College Forward is a non-profit college coaching program which provides college access and college persistence services to motivated, economically disadvantaged students, in order to facilitate their transition to college. College Forward students get one-on-one support from eleventh grade through college graduation from recent college graduates who are close in age to their students who help each student get into and complete college.

- **College Reach out Program (http://www.fldoe.org/core/fileparse.php/3/urlt/ff72.pdf):** CROP was established in 1983 by the Florida Legislature to motivate and prepare educationally disadvantaged, low-income students in grades 6 through 12 to pursue and successfully complete a postsecondary education. Participants are students who otherwise would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts.

- **Cristo Rey Network** (http://www.cristoreynetwork.org/): The Cristo Rey Network comprises 30 Catholic, college preparatory high schools for underrepresented urban youth. Through rigorous academics, coupled with real world work experience, Cristo Rey students graduate from high school prepared for success in college and in life.

- **Fulfillment Fund** (http://www.fulfillment.org/): The Fulfillment Fund helps high school students overcome social and economic barriers to college. High school students receive college counseling, college site visits, SAT prep, experiential learning activities, financial aid counseling, and classroom instruction, and are assisted through scholarships.

- **GEAR UP** (http://www2.ed.gov/programs/gearup/): This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

- **Genesys Works** (http://www.genesysworks.org/): Genesys Works is a 501(c)(3) non-profit organization that enables inner-city high school students to break through barriers and discover through meaningful work experience that they can succeed as professionals in the corporate world. Genesys Works enables students to work in meaningful

internships at major corporations during their senior year in high school, completing an 8-week intensive training program. The training is designed to arm students with the knowledge they need to provide value to corporations in specific technical fields. Furthermore, students are trained on the professional skills needed (such as communications and corporate behavior) to enter and succeed in corporate environments.

- **Green Dot Public Schools** (http://greendot.org/): Green Dot Public Schools is the largest network of public charter schools serving Los Angeles families and has recently expanded to serve students in Memphis, Tennessee and Washington State. The mission is to help transform public education so that all young adults receive the education they deserve to be prepared for college, leadership, and life. Currently are than 12,000 students across 23 schools in the greater Los Angeles, Memphis, and Tacoma communities are being served.

- **IDEA Academy** (http://www.ideapublicschools.org/): The IDEA Academy is a 501(c)(3) non-profit organization that is committed to "College For All Children." It is a network of tuition-free PreK-12 public charter schools serving over 24,000 students in 44 Texas schools in Austin, San Antonio, and Rio Grande Valley.

- **KIPP Academy/ KIPP Through College(KTC)** (http://www.kipp.org/): KIPP is a national network of free, open enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and life. There are 183 KIPP schools in 20 states and in the District of Columbia. KIPP through College (KTC) is a part of the broader KIPP approach that helps to eliminate the opportunity gap between students from high- and low-income communities. KTC counselors and advisors in KIPP schools across the country do whatever it takes to support students as they navigate high school, prepare for college entry, and work hard on their journey through college. Local KTC programs are augmented by national initiatives and services that help provide access to high school, college, and career preparation resources across the KIPP network.

- **Mastery Charter Schools** (http://www.masterycharter.org/): Mastery Charter Schools and Mastery Schools of Camden form a non-profit school network of 21 schools in Philadelphia, PA and Camden, NJ serving approximately 12,000 students in grades K-12. Their mission is to ensure that all students learn the academic and personal skills they need to succeed in higher education, compete in the global economy and pursue their dreams.

- **Noble Charter** (http://www.noblenetwork.org/): Noble Charter was established to prepare access to safe, rigorous, college prep education for students in the Chicago, IL area who want to build a foundation for college success. Noble's College Program exposes students to higher education options and guides them through the collegiate application

process. Through college trips, college fairs, summer college immersion programs and a required year-long college writing course, Noble exposes students to the college experience and builds their confidence about higher education. Alumni Coordinators assist students adjust to college life.

- **OneGoal** (**http://www.onegoalgraduation.org/**): OneGoal's mission is to close the college divide by enlisting and training our nation's best educators to teach historically underserved high school student**s** how to enroll in and complete college. OneGoal recruits, selects, and trains high-performing teachers working in schools to become Program Directors and implement a 3-year college success model. OneGoal Program Directors work with a cohort of 25-30 Fellows to enroll in a college that they are most likely to graduate from by increasing college options, breaking down application and enrollment processes, and establishing academic, financial and social foundations.

- **Philadelphia Futures** (http://www.philadelphiafutures.org/): Philadelphia Futures is a non-profit organization that provides Philadelphia's low-income, first-generation-to-college students with the tools, resources and opportunities necessary for admission to and success in college. PF transform lives by breaking down the barriers that have historically excluded low-income, first-generation-to-college students from achieving college success. The students Philadelphia Futures serves are provided with a comprehensive array of programs designed to reduce the institutional, academic, social and financial barriers to college success. Through direct service programs, Sponsor-A-Scholar (SAS) and College Connection, PF annually serves nearly 600 high school and college students with academic enrichment services, personalized college guidance, placement and retention services and financial resources.

- **Student Support Services Program (USDE-Federal TRIO program)** (http://www2.ed.gov/programs/triostudsupp/index.html): Through a grant competition, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. Student Support Services (SSS) projects also may provide grant aid to current SSS participants who are receiving Federal Pell Grants (# 84.063). The goal of SSS is to increase the college retention and graduation rates of its participants.

- **Talent Search (USDE-Federal TRIO program):** Services provided include:
    - Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs
    - Career exploration and aptitude assessment
    - Tutorial services

- Information on postsecondary education
- Exposure to college campuses
- Information on student financial assistance
- Assistance in completing college admissions and financial aid applications
- Assistance in preparing for college entrance exams
- Mentoring programs
- Special activities for sixth, seventh, and eighth graders
- Workshops for the families of participants

- **Upward Bound** (USDE-Federal TRIO program) (http://www2.ed.gov/programs/trioupbound/index.html): Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

- **Upward Bound - Math Science (USDE-Federal TRIO program)** (http://www2.ed.gov/programs/triomathsci/index.html): The Upward Bound Math and Science program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession.

- **YES Prep Public Schools** (http://www.yesprep.org/): YES Prep is an open-enrollment public charter school system serving students grades six through twelve in Houston's most disadvantaged communities. Their goal is to increase the number of low income Houstonians who graduate from a four-year college prepared to compete in the global marketplace. Through various college initiatives and college counseling, students receive individualized support in test preparation, applications, college selection, and applying for grants and financial aid.

4. **What barriers, if any, exist that make adoption of the identified strategies difficult?**
   - Alignment of programs offered through various institutions and agencies (ACE, ADE, ADHE)
   - Sufficient funding for College and Career Coaches program/limited districts involved
   - Inconsistencies in concurrent/dual enrollment programs
   - Lack of a reward/incentive system for high schools and institutions of higher education

- Translation of state-level goals to local needs
- Maintenance of focus on state-level goals over time
- Lack of an integrated clearinghouse listing the identified strategies with hypertext links to facilitate additional information
- Lack of trained professionals to lead innovations needed

5. What partners, external to higher education, will be important to implementation of the identified strategies?

- State Agencies
  - Arkansas Career Education
  - Arkansas Department of Education
  - Department of Workforce Services
- State Legislature
- Federal Government
- Philanthropic organizations
- Business and industry partners
- Community-based partners
- Teacher Education programs

6. What resources (technological, human, physical, financial, and legislative) are necessary to implement identified strategies?

- **Technological Resources: Robust Website** – "What one needs to know to go to college" – directed toward parents/advocate, high school teachers/counselors, and students (different for high school graduates, veterans or non-traditional students)
  - Universal Application for applying to all Arkansas public colleges and universities – with "how to" videos and links to resources for essay writing
  - Site for completing FAFSA with helpful "how to" tutorial videos
  - Scholarship information
  - Career program information
    - short videos about programs
    - links to employment/salary information
    - links to colleges/universities with programs
  - Online training modules for parents/advocates
- **Human Resources**
  - College and Career Coaches in every county serving every school district
  - Webmaster to maintain the website
  - Project related staff to include support staff and data analyst
- **Physical Resources** – no physical facilities required except as needed for staff. Additional IT infrastructure may be required.
- **Financial Resources** – identify and secure funding to support:
  - Career coaches in each county
  - Secondary career center access for all high school districts
  - Summer bridge programs

- College and career readiness programs
- Training and professional development for faculty and counselors
- Website development and maintenance
- College and career readiness conference
- statistical data collection and analysis for evaluation and monitoring of activities
- Dissemination of information through marking/communication
- Business/employer tax incentives
- Loan forgiveness to attract students to high need professions
- Arkansas Challenge Scholarship changes to enable recruitment of students into high demand/high wage areas.

- **Legislative or Agency policies**
  - Increase funding for Act 960 – to allow expansion of the College and Career Coach program to all 75 counties and school districts.
  - Amend ADHE (5.15) and ADE policies related to concurrent enrollment to clearly define concurrent courses to be offered, assure consistent course articulation for both general education and career and technical education courses, approve method of delivery, and determine how funded.
  - Amend Act 743 to support and fund College and Career Readiness programs throughout the state.
  - Strengthen A.C.A. 6-15-441 which requires that each public school administer a college and career readiness assessment and use the assessment to strengthen deficiencies, improve achievement, and prepare for college or a career.

Common Components of College and Career Readiness programs:

- **College and career advising and planning** – early and often - Begin college and career exploration in elementary and middle school – continue through high school - create a college-going culture – inspire college "dreams" – ADVISING and STUDENT SUCCESS CURRICULUM
- **Financial education**, financial literacy, FAFSA completion, understanding of the costs of college attendance, awareness of the financial resources to enable college attendance, assistance applying for scholarships – FINANCIAL LITERACY CURRICULUM and FAFSA/Financial Aid WORKSHOPS
- **Academic Preparation**: Early college course opportunities in high school – AP courses, concurrent/dual enrollment, IB courses, – CONCURRENT/DUAL ENROLLMENT
- **Academic readiness** – Academic rigor, ACT preparatory courses; bridge courses to address remediation needs – SUMMER BRIDGE PROGRAMS
- **Mentoring/coaching** – personal preparation – COLLEGE AND CAREER COACHES for EACH DISTRICT
- **College visits and career shadowing programs**
- **College application process**: Assistance with college application preparation, essay writing, FAFSA application, course/program selection
- **Non-cognitive skill development** – SOFT SKILLS DEVELOPMENT
- **Parental Involvement**: Involve parents, mentors, guardians - Parental meetings to assist with understanding of expectations and rigors of college, expenses for HE, financial aid resources, career opportunities, types of colleges/universities – PARENTAL/FAMILY INVOLVEMENT
- **Professional Development** for middle and high school faculty/counselors: Training for high school and middle school faculty and counselors on college programs, application process, expectations, etc.
- **Measurable outcomes:** ability to collect data to determine success of programs

Appendix D. Remediation Work Group Report

Report from the ADHE Remediation Task Force
Short-Term Implementation Strategies

What goal(s) of the plan will be addressed?
Goal 1: Raise the completion and graduation rates of colleges and universities by 10%.
This goal will be addressed by suggesting a myriad of approaches that will help students to get through remediation faster, that will provide avenues for transcending semester frameworks so that progression from remediation to college-level work is not hampered by arbitrary semester start and end dates, and that will help students complete a baccalaureate in four years and an associate degree in two.
It is important to address one of the sub-points under Goal 1 in the original source document: *reduce the percentage of students needing remediation to prepare them for college level work*. The Remediation Task Force is in agreement that this goal is not possible since higher education institutions, particularly ones that have no minimum entry requirements, simply accept students where they are educationally when they arrive. We believe the intention here is not to reduce the percentage of remediation necessary, but rather to maximize the speed at which students master the necessary numeracy and literacy skills to proceed and be successful in mainstream college work. Shortening time to skill development reduces the students being held back by restrictions that time and lack of money impose on completing academic programs.
Goal 2: By fall 2018, increase the enrollment of adult students, age 25 to 54, by 50%.
Specifically, one of the subset goals the Remediation Task Force believes it can address is to reduce *the remedial course enrollments for adults by 50% through alternative means of preparing adults for college-level work*. Addressing this goal will overlap and complement the goals of raising completion and graduation rates
Goal 3: Raise the attainment rates of underserved student groups in the state by 10%.
Under this goal is the sub-goal to *raise completion rates of underserved student groups equal to other students*. The Remediation Task Force believes that the pedagogical processes used to speed up remediation and blend it with credit course instruction is completely consistent with helping underserved populations. Often it is a given that these populations lack financial resources. By minimizing cost to these groups with accelerated literacy and numeracy remediation, these often underserved at-risk students will experience success at a rate equivalent to that of other students.

Goal 4: Improve College affordability through effective resource allocation
The Remediation Task Force will address specifically the issue of lessening time to degree for students. By streamlining remediation, eliminating using whole semesters for remediation courses only, and coupling remediation with mainstream courses, students will lessen their time to degree and save money on additional semesters.

What changes are necessary to achieve progress toward the goals?
The following commentary does not present specific imperative changes. Rather, it addresses areas that will need to be reviewed and amended to work outside the boundaries with which most institutions are "comfortable." All of these topics arose in the discussions in the Remediation Task Force; these summaries are the imperfect reproductions of those discussions.

Measurement/metrics—The ability to use data to really measure student progress means tracking students and following students in ways that might make some in the academy feel uncomfortable. Data must be produced that can show a student's time on task, specific work processes on computer or digital based instruction, and the longitudinal follow through that students will or will not have to reach the competencies demonstrating their mastery of the subject. This kind of tracking will allow immediate intervention when a student is off track, off task, or simply not logging in to do the work. Many institutions are investing in these kinds of tools, and other institutions are finding that the data gathering opportunities they have are sufficient but need coordination and centralization. Even steps like students logging in with IDs to study labs for one-on-one or group tutoring can be monitored and become part of an individual student's profile that can be accessed by appropriate instructors and support staff to personally reach out if a student fails to stay on task.

Culture shift of people and institutions—Many institutions, staff, and faculty are lingering in the 20th century and have not moved into the 21st century. In the 20th century, input was the most important driving factor. Students were classed solely according to test scores and if the required score was reached, students were allowed to register, enter classes, and then fail or pass of their own accord. The counting of students only happened at the beginning of the semester, but no real counting happened at the end of the semester. Completion was not rewarded; starting was rewarded. This approach fit well with the various accrediting agencies who valued the number of books in a library, the number of tenured faculty, and the relative elite value of the student body as a sign of a healthy and productive institution, but paid little or no attention to actual production or success of graduates. Then the 21st century arrived. Suddenly the shift from input to outcome occurred. The question about success became "semesterly longitudinal" in that certainly the headcount at the beginning of the semester was important for budget issues of tuition, but the long term of how many completed a semester and with what level of success is now a question driving the analysis of institutions of higher education by legislators both state and national as well as accrediting bodies, who have adjusted their standards to 21st century criteria.

Thus, the changes necessary for progress include educating and shifting faculty, staff, and administration from seeing higher education as an input model to an output model. That will involve changing the way that faculty and staff are incentivized in both pay and professional status, how institutions are incentivized by the state to perform, and how students are managed for success rather than supporting their "free will" to perform or not perform. The point here is that change can happen and must happen, but that to speed that change, individuals and institutions must be incentivized to change, not punished into change.

Rethinking structure of time/semesters and access—In order to accelerate completion of remediation, institutions must have the institutional freedom to restructure semesters, cross semester boundaries, and generally ignore traditional semesters to maximize the learning a student needs to do to move forward and integrate quickly into a college mainstream collegiate program. This issue is connected to and part of the previous discussion about adopting a 21st century model of higher education. Current higher education semesters mimic not a 20th century model, but actually a 19th century agrarian model. It has nothing to do with the timing of how people learn or how quickly they can learn or how much time is actually needed for learning. Remedial students are most often just as "smart" as any mainstream student, but their learning styles and/or lifestyles do not match what has become a model of semester-based performance. Institutions need the flexibility to serve students with the time frames that suit them the best. That does not necessarily mean traditional semesters.

Budget and tuition—Budget and tuition are inextricably tied to traditional semesters and the traditional cycles of education. Budget is based on tuition dollars which by tradition and practice are collected at the beginnings of semesters. Thus, when an institution tries to transcend the boundaries of traditional semesters, the issue is complicated by the fiduciary boundaries that guide fee/tuition collection. ADHE has a number of restrictive rules that complicate how students are counted or if students are counted if semester boundaries are violated. Thus, speeding the process of remediation by transcending the 19th century-based semester system is stymied by numerous rules and regulations that preclude the intake of tuition except when it falls within the purview of a traditional semester.

Technology—Technology is expensive, ever changing, and essential. It is necessary to run the business function of an institution, to track and monitor students, and to be a pedagogical tool in a whole variety of ways for students. It can be the tutor for the student that never gets tired of repeating itself or replaying a learning video or reissuing a test. Today's students are comfortable with technology although many in lower socioeconomic stratas know phone technology and not computer technology. So smart phones, tablets, and laptop computers all need access to institutional backbones along with institutional software that supports all those platforms and can keep them from shutting down by hunting out and euthanizing harmful malware that is constantly trying to enter the central data system. The essential aspect of technology as a teaching and advising and monitoring tool cannot be overstated. The cost of educating the educators—getting the training and support for teachers using new technologies—is another ongoing cost. The complexity of it also cannot be overstated.

Support personnel and facilities—Pedagogical and advisory "oversight" of student activity leading to success is something that happens, for the most part, outside the classroom. The Remediation Task Force spent a lot of time talking about the importance of these outside-the-classroom ancillary support activities. Remediation, if it is to be effective, is not a wholesale activity. It requires dedicated staff and faculty outside the classroom to tutor, advise, consult, and mentor students who are often trying to overcome the effects of an unstable home life and earn enough money to survive in addition to trying to achieve their academic goals. The bottom line here is that people and facilities to support their work cost money that is not generated via tuition and fees, so resources will be a huge issue as the state makes its way toward its goal of more educated Arkansans.

Rethinking failure and competency—Part of the cultural change that must happen in the professorate is the preoccupation with passing and failing being a "one shot" activity, meaning that testing is high stakes in that each can be taken only once and all preparation to take the test must happen prior to the first and initial test. In the traditional academic culture, tests were not created to measure knowledge or be used as a learning tool to find out who needs bolstering with extra help. Tests are used to actively discriminate between and among those who know and those who don't know. With non-traditional learners, this traditional test-and-fail approach is counter-productive because that is not how they learn as adults. Most remedial students can reach competency as measured by testing if given the time and opportunity to fail and then retake tests. But this approach violates the cultural norm found in most institutions of higher education. It must change or the opportunity for non-traditional learners to succeed will be severely hampered.

The analysis of student skills—Both academic and psychological testing will yield greater analysis and more data on each individual, but in many institutions this type of walk into a student's life is considered inappropriate. Safeguards must be built in each institution to insure the privacy and security of the information, but more importantly the challenge will be to have the faculty embrace psychological and attitudinal testing as a normal part of doing business and not as a technology enhanced way to extract personal information from students.

What strategies have been adopted by institutions in Arkansas or Other States?
Since several of the committees—specifically College Readiness, Student Success Innovation, and Adult Learners—will overlap with the work of the Remediation Task Force, the Remediation Task Force created specific assumptions about remedial or developmental students: *the Committee assumed that for the purpose of gathering this information, a "remedial college student is one who has been admitted into either a community college or a university whose test scores on a standardized test such as the ACT or on an institutional evaluation or some combination of the two place that student into the category of needing to upgrade their numeracy or literacy skills in order to be successful in mainstream college or university coursework."*
With the new standards for placement recently established by ADHE, the discussion of the committee changed somewhat in that now each institution can establish evidence- based reasons for specific remediation placement guidelines. Thus, institutions can place students based on the specific populations that any individual institution serves. This new approach will hasten institutions' abilities to be creative and evaluate students using more than just one variable of a standardized test score. The Remediation Task Force is not making the placement variables a topic of our conversation at this point, but rather we are looking at strategies that can be used once a student is actually identified and his or her needs are identified.
Specific strategies adopted

- Traditional courses at a variety of levels in reading, writing, math that are semester long. This approach varied between community colleges and universities in that community colleges usually had more levels based on the more pronounced needs of their students. Universities tended to have one course level that met students at different levels.
- Many institutions, both community colleges and universities, used a co-requisite approach that combined the remediation course with a mainstream course. For example, a reading class might be combined with a discipline-specific course so that the reading skills can be developed for a college-level class.

- This model is often modified to meld the two together into one elongated course that encompasses more credit hours, therefore eliminating the distinction between the remedial skill-building part of the course and the subject matter part of the course.
- Some institutions have instituted individualized instruction within the context of a class or lab, testing specific competencies along the way in a self-paced class that is individualized instruction via technology. The faculty member is responsible for monitoring student performance, tutoring where necessary, cajoling where appropriate, and pushing students to completion. Some institutions have created the opportunity for students to immediately matriculate into the college course once they have completed the requisite numbers of modules successfully. This approach is particularly common in math remediation.
- Some institutions are using abbreviated semesters—most choosing to divide the semester into 8-week segments allowing students to complete two remediation courses or a remediation course and then the following requisite course in math or writing.
- Some institutions re-evaluate at the beginning of the semester whether a student has higher skills than prior testing and evaluation indicated and allow late entry into the appropriate class.
- Related to the above is the practice at some institutions of giving a refresher short course to students prior to placement evaluation, thereby maximizing their ability to place as high as possible and helping them to avoid unnecessary lower- level instruction.
- Some institutions are using face-to-face instruction accompanied by online exercises that students can do at home or in a study skills lab at the institution.
- Some institutions have instituted policies that preclude a student withdrawing from a **"**high stakes" remediation class.
- Some institutions have instituted evaluations of student motivation, often nicknamed "grit," in order to identify students who might need tutoring and advisement to be successful.

The strategies discussed above are just examples of some of the strategies used and do not constitute an exhaustive list. Many of them are consistent with *Complete College America* recommendations. In coordination with these specific pedagogical approaches, most institutions are moving to a much more integrated model of monitoring student performance in real time. Some institutions are doing that with the tools they already have and some are investing in companies that specialize in creating student performance "dashboards". While these activities are not specifically remediation pedagogy, they do have an impact on knowing where, when, and who to focus pedagogical approaches and what pedagogies are most successful with each individual student.

One member of the Remediation Task Force supplied a matrix of pedagogical practices at the universities in the state that was compiled and shared at the Arkansas Developmental Education Conference. It is an addendum at the end of this report. A more exhaustive search of each institution in the state for their remediation practices will follow in the long report.

What Barriers, if any, exist that make adoption of the identified strategies difficult?
Some of the barriers were tangentially discussed in the second question in regard to "what changes are necessary to achieve progress toward the goals." Changes and barriers are really inseparable in a

complex amalgam like state public higher education. Key barriers are in some cases restated below, but some of them bear mentioning more than once.

- Culture of teaching and learning—From faculty willingness to be trained and use different modalities to support learning to the limitations of the 19th century- based semester boundaries, academic culture, which has its historical roots firmly planted in the 12th century, has generally not caught up to the 21st century. "First adopter" faculty who are engaged with technology and the impact it can have on students and on monitoring student progress are leading the way in many institutions with more or less success. Particularly at the university level, creativity in teaching tends to be classroom and individual faculty focused which does not support scalability of great ideas across the board—the great ideas tend to stay trapped in the classroom with the individual teacher.

- Culture of administration—If the faculty and on-ground staff involved in the teaching/learning process are often stuck, so are administrators, who often are buried in bottom-line details of schedules and budgets and making everything fit within the 19th century semester. In order to maintain a financially viable institution, that is what is required because of the funding model that currently exists. But unfortunately, continuing to do the same thing is not going to net significantly different results nor will it spur "intraprenuerialism"—the creativity of new approaches and new ideas within an organization.

- Practice of state funding and expectations—constant institutional growth and unmitigated institutional success without failure is the basis of the current funding formula. For that reason, change will be difficult because, for change to happen, so does some failure, and constant growth is not realistic in a flat demography. In a tight state budget, the alleged motivation of performance funding is really just a matter of institutions struggling from being punished for failing. Currently, because of the preoccupation with reducing higher education budgets under the guise of efficiency, the model does not include support for success or the leeway to try something and fail.

- Cost of technology—Innovation is largely contingent on how digital an institution can be. Technology and its support costs, such as training, are becoming a strain on most state institutions' budgets. The state makes no differential in capital costs between buildings and infrastructure—and tracking students to maximize their individual success takes infrastructure, hardware, and software, all of which continues to rise in cost and have an increasingly short life as updates and major technology changes increase in volume and speed.

- A barrier is making education accessible and available and affordable. Within the constraints of budget and culture, meeting individual students where their individual needs are is made more difficult by the confluence of all the above issues.

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What partners, external to higher education, will be important to implementation of the identified strategies?

Partnerships in achieving strategies are really the most inspiring part of how we can address the remediation needs in the state. The following partners serve as the basis for collaboration in helping students emerge from high school or adult situations with the requisite entry-level college skills.

- Public schools will need to be higher education's partner. Higher education institutions and public schools can work together to identify remediation needs in high school and address them before the student graduates from high school.
- Adult learning centers and higher education can be partners in the same way for adults as higher education is with public schools for school-age students. Adult education centers across the state could be partners with the local higher education institution.
- Business and industry partners can help by volunteering to tutor or to run seminars about job fields that are available if they can mainstream and get a certificate or two-year degree.
- Organizations like Complete College America can be partners in research and pedagogical support and training.

What resources (technological, human, physical, and financial) are necessary to implement identified strategies?

The summary below is not meant to diminish the broadness or significance of the question, but to simply put forward the "big picture" responses knowing there are many details, caveats, and interpretations behind the list.

- State support for technology infrastructure and greater connectivity with broad band across the state, especially in rural areas.
- Human resources will involve the teachers, support personnel, and administration necessary to teach, manage, and support populations in higher education that have not had access before.
- Physical plant support in the form of supporting the long-term debt structure the state must take on to support building 21st century buildings that can maximize learning for students.
- Financial resources—all the above takes money to accomplish.

Appendix E. Student Success Strategies Work Group Report

Master Plan Focus Areas
Short-Term Implementation Strategies
Student Success Innovations
April 2016

Which goal(s) of the plan will be addressed by the identified strategies?
GOAL 1: Raise completion and graduation rates of colleges and universities by 10%.
• Raise first year retention rates of students to SREB regional averages

What changes are necessary to achieve progress toward the goal(s)?
Short-Term
1. Develop and publish a suite of research-based student success initiatives that propel students through to completion.
2. Create financial incentives to encourage both institutional and student behaviors that increase student persistence and completion.
3. Invest professional development dollars in statewide structures that create intensive, authentic faculty engagement and move efforts to increase college complication toward a deeper focus on teaching and learning.
4. Support dual admission agreements between community colleges and universities allowing students to concurrently enroll.
5. Set policy for common course numbering for lower division general education courses for community colleges and universities.
6. Support changes to the Arkansas Academic Challenge Scholarship to include a need based component with credit hour completion requirements.
7. Policy requiring institutions publish term-by-term degree maps for undergraduate programs.
8. Enforce policy guaranteeing admission with junior status for students who have met the designated lower- division transfer requirements and earned a designated transfer associate's degrees.
9. Recommend cohort (learning community) models for high risk students.

Long Term
1. Develop a statewide data system that track students through postsecondary educational experiences and into the labor market.
2. Create a statewide student success center.
3. College awareness programming for elementary and secondary students.

What strategies have been adopted by institutions in Arkansas or other states?
1. Student Success Initiatives:
    a. Guided Pathways: Arizona State University, Florida State University, Georgia State University, Accelerate TEXAS, and The City Universities of New York (CUNY).
    b. Financial Literacy: Syracuse University, Colorado Mountain College, Phillips Community College of the University of Arkansas, University of Texas-Pan America, California State University, and San Jacinto College.

c. Wrap-Around Services: Phillips Community College of the University of Arkansas, Los Angeles Harbor College, and Big Bend Community College.
2. Financial Incentives:
   a. Incentivized Performance Funding: Nevada, Texas, Florida, Indiana, Ohio, Oklahoma, Pennsylvania, Tennessee, and Washington.
   b. Student Incentives for Completion: Ball State University, Texas, Louisiana, Nevada System of Higher Education, and the State of Indiana.
3. Professional Development for Deeper Learning: Abilene Christian University, University of Wisconsin-Milwaukee, Wake Forest University, and University of Massachusetts.
4. Dual Admissions: Tennessee Act of 2010, Temple University, Iowa State University, and Texas A & M.
5. Common Course Numbering: Tennessee Act of 2010, Texas, Colorado, Florida, and Nevada.
6. Need Based State-Aid: Indiana, Arizona, Washington, North Carolina, and Minnesota.
7. Published Academic Road Maps: Arizona State University, University of Florida, Illinois Valley Community College, and the State of Indiana.
8. Statewide Transfer: Florida, North Carolina, and Texas.
   a. Transfer with Junior Status: Texas, Oklahoma, Mississippi, Florida, and Tennessee
9. Cohort (learning community) models: Bunker Hill Community College, Indiana Tech, and Franklin and Marshall College

What barriers, if any, exist that make adoption of the identified strategies difficult?
- Institutional cultures
- Funding limitations
- Legislative action required
- Technology factors, i.e., varying institutional platforms

What partners, external to higher education, will be important to implementation of the identified strategies?
Funding partners such as Kresge Foundation, Lumina Foundation, Next Gen Learning, and Anne Casey Foundation.
Research partners such as Complete College America, Community College Research Center, Jobs for the Future, and Institute for Higher Education Policy.

What resources (technological, human, physical, & financial) are necessary to implement identified strategies?
- ADHE staff
- Financial support
- Performance incentives for colleges and universities for improvements
- Student success metrics need to be developed
- Predictive analytic modeling system
- Professional Development funding

Additional References

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Appendix F. Affordability Work Group Report

The Priority of Affordability
In order for Arkansas to meet the demand for attaining additional graduation credentials and degrees, it is imperative that our public institutions of higher education remain competitive and affordable. In recent years, we have confronted the growing challenge of containing tuition costs and fee increases that result from the lack of new state investment. Over the last five years, Arkansas's policymakers have struggled to balance the state budget while also maintaining educational adequacy and working to fund Medicaid and prison expansion. This has severely strained the availability of state funding for institutions of higher education. Expectations of accountability have risen significantly for the institutions, but no resources have been allocated to address these increased demands.

As state funding has remained flat for higher education, boards of trustees have felt compelled to increase tuition and fees disproportionately if they are to maintain the quality of education and cover rising costs. This, in turn, has placed a greater financial burden on the students of our state and their parents. However, 88 percent of families are willing to stretch financially to afford college for their children. [Sallie Mae Info – How America pays for college 2015] This burden causes students to delay degree attainment, either by not enrolling immediately after graduation from high school or by taking a smaller, more affordable class load.

Colleges and universities have attempted to combat rising tuition costs through reallocation of funds and other efficiencies. However, most solutions result only in one-time savings that are not sustainable over time. A long-term, integrated plan, with the goal of keeping college affordable for students, will help Arkansas create greater economic prospects and workforce-development opportunities.

Affordability Plan Goals
1. Reducing the time required for students to receive a degree or credential. Successful degree attainment is directly affected by reducing the time-to-completion process. Succeeding in making college affordable will help students complete degree and credential programs faster and allow them to enter the workforce more quickly.

2. Allocating 25 percent of state scholarship funds to needs-based programs. Targeting limited state scholarship funding to those students with the greatest financial need will help mitigate affordability issues.

3. Maximizing the efficiency and effectiveness in spending currently available resources to ensure that institutional and state goals are being met.
   a. **Increase core expense ratio**. WE must find ways to ensure that resources are allocated in ways that are most effective to helping prepare and educate students. This should include increasing faculty salaries to the SREB average.
   b. **Examine Administrative Staffing and Salaries**. It is critical to attract and retain talented higher education administrators, but this must be balanced with the needs of the students and the state.

Barriers to College Affordability
Rising tuition costs are the most significant barrier to college affordability. Tuition increases occur for many reasons. Public institutions are funded from two main sources: state general revenue and tuition; and fee revenue from students. As state funding has remained flat for higher education in Arkansas over the last five years, institutions have been forced to raise tuition rates to keep up with rising costs. These

costs are greater than just the price of inflation. The Department of Higher Education surveyed Arkansas's institutions to determine the main causes of increasing tuition.

Institutions submitted a wide array of reasons the tuitions continue to escalate. The most common reason given was the higher cost of technology. As time passes, it is extremely important for colleges and universities to keep up with trends in new technology. This is paramount if we are to maintain a well-educated student body ready for the workforce. Along with upgrading technology, many institutions are working to become more involved with economic and workforce activities in their region and in the state, and this also contributes to rising costs.

Numerous institutions also mentioned the accelerating costs of employee benefits, including health care, which are a source for increases in tuition. In addition, many institutions operate with faculty salaries below the SREB minimum, and desire to increase tuition in order to pay competitive salaries to faculty.

Institutions also noted that security costs have multiplied as they work to keep students safer on their campuses. Other increases were attributed to rising costs of utilities, scholarship costs, and more emphasis on student services. Student Services is an especially important category – the quality of student services provided is directly related to student retention.

Many of these costs are unavoidable if colleges and universities want to remain competitive in the industry. The two main revenue sources for institutions of higher ed. continue to be state funding and tuition and fees. In order to balance their budgets, these institutions must consider tuition and fee increases if their state's funding remains flat.

Of course, raising tuition is not always a guarantee of more revenue. Institutions must determine the limit to place on tuition charges that will not deter students from attending. Without an increase in state funding, the only way to increase enrollment and reduce tuition costs is to find more efficient and creative ways of funding the state's institutions of higher education.

<u>Financial aid should exist to help students afford their education</u> However, many factors, such as lack of funding, lack of understanding the process, and financial-aid practices and policies can discourage students from using this resource to help them afford their education.

- **Financial Literacy** - The financial literacy of students attending college can directly affect the affordability of their college experience. Often, students (and in many cases their parents) do not understand the consequences of paying for college with students loans, and are unaware of other options, including scholarships and grants, that may be available to them to help support their education. This is especially true for first-generation college students, who generally have no experience in this arena. Students who are unaware of the option of scholarships may miss deadlines and then turn to student loans as a last resort. Student loans can be dangerous for a financially illiterate student, especially one living in poverty. For these students, the promise of money *right now* could outweigh the consequences of having to pay a loan back after graduation. This may cause a student to take out the maximum student loan, which makes college seem affordable in the short-term, but is actually very detrimental to affordability in the long-term. **RECOMMENDATION:** Institutions could work with K-12 educators to teach financial literacy to students early on. Institutions could also implement policies to help students understand the true cost of taking on debt through student loans, and to better comprehend ways to maximize efficiency in borrowing, either through advising or a first-year experience

course.

- **Student Loan Debt -** When students begin to pay back their student loans, they often see that loan money as "the cost of college," regardless of how any excess loan funds may have been spent. The media has also been adamant in the last few years that student-loan debt is generally a serious burden, increasing the perception that college is unaffordable. In reality, student loans can be an ideal method of financing a college education when used responsibly. **RECOMMENDATION:** Institutions can do more to emphasize and encourage the responsible use of student loans for paying for college.

- **Financial Aid Practices and Policies –** As colleges and universities expand their enrollment, administrators begin to rely more heavily on online applications and email to communicate with students. In some cases, due to the large amount of information necessary to complete an application as well as the difficulty of using unfamiliar web systems, this has become a highly complicated process for students to complete. This, coupled with a lack of interaction with staff, may cause students to avoid the process. As students may be generally uninterested in or unaware of financial aid, a lack of communication with parents also creates difficulty in meeting deadlines and completing applications for financial aid. **RECOMMENDATION:** Institutions would be wise to audit their financial-aid application processes to see if they are maximally efficient and easy for students to understand.

- **Need-based Financial Aid Programs –** The state's current need-based financial aid programs, the GO! Opportunities Grant and the Workforce Improvement Grant, are generally considered to be less effective than hoped for. In 40 years of Pell Grants, over a half trillion dollars has realized only a three percent increase in degree completion. This demonstrates that providing more financial aid is not always enough to make college more affordable – it must also be designed to work for the students it seeks to serve.

Strategies to Address Affordability

Reducing the time it takes students to receive a degree or credential. In order to reduce time to degree and increase completion rates, the following best practices are recommended:

- Clearly defined degree plans for first-time entering students to help them better understand the path and direction that they should be taking in order to efficiently earn their degree. A clearly defined plan would ideally include the suggested program course schedule by semester for any given academic degree or credential program.
- A summer student-developmental program would help to prepare the most at-risk students to successfully begin their academic program. The state should coordinate a strategy that institutions of higher education can use to maximize effectiveness and reduce costs. For example, the state of Mississippi requires students, who have not met minimum standards of admission, to complete a summer-developmental program. (Mississippi Institutions of Higher Learning – Board of Trustees Policies and Bylaws.)
- Effective advising for both class schedules and financial aid is critical to student success in completing degree or credential programs in a timely and affordable manner. Institutions could assess their advising practices to determine the current success of their advising programs. A best practice could be to proactively survey and monitor students' understanding of their financial-aid and academic-progression status to determine the effectiveness of advising.
- Institutions could review their enrollment and financial-aid online processes to determine if the application is straightforward enough for students to easily understand and navigate. If the process is too difficult, students could miss opportunities for earning or renewing scholarships. A difficult application process could also deter a student from applying to an institution at all.

Allocating 25 percent of state scholarship funds to needs-based programs. The state of Arkansas is currently at six percent of state scholarship funding being spent on needs-based scholarships. Arkansas is fourth lowest in the nation in spending on needs-based scholarship programs. The following proposal for state financial aid would bring the state closer to a goal of 25 percent of needs-based program funding.

Maximize the efficiency and effectiveness of the spending of currently available resources to ensure that the institutional and state goals are being met. When it comes to institutional spending, the focus should be on the students, and how institutions can best prepare them to enter the state's workforce. Institutions could be more aware of the degree needs of the state, and work harder to draw students toward those degrees. In order to maximize efficiency and effectiveness with regard to increasing the core expense ratio, the following best practices are recommended:

- **Shared Services** – Institutions are encouraged to explore and consider shared services with other higher education entities. Although shared services may not always be fiscally feasible, in many cases sharing services can give institutions various financial benefits. Such sharing could produce efficiencies and promote better contract negotiation, since combined institutions would have greater bargaining power. Further, unnecessary duplication of effort could be minimized and personnel time could be streamlined. For example, the University of Arkansas System campuses recently procured a common learning management system (LMS), which reduced the proportionate cost for all of the entities, while at the same time giving them an expanded product.

- **Capital Improvement Funds –** Institutions receive no dedicated funds for capital projects and critical maintenance. This lack of funding for institutions often leads to postponing needed repairs and a deterioration of the institutions' assets. With Educational & General (E&G) assets of $5,576,542,756 (replacement value from the Facilities Audit Program [FAP]), the current deferred maintenance need for institutions is $2,790,511,607 (from FAP), with $194,982,151 in critical needs. Due to the lack of financial support for capital projects and critical maintenance from the state, the cost of these repairs and improvements are passed on to the students. Students should not have to bear the entire cost of maintaining an institution's campus, as it should be at least partially the state's responsibility to maintain its assets. **RECOMMENDATION:** A dedicated fund should be established to match the institutions' investment for capital. This way, institutions would have more flexibility in funding these projects.
- **Public-Private Partnerships (P3s) –** Utilization of Public-Private Partnerships, such as privatized student housing, could be encouraged as a method of creating efficiencies. These partnerships can be mutually beneficial to both the institution and the private partner. However, the greatest beneficiary of these partnerships is the students, who realize a cost savings and enhance their college experience through better facilities with no related debt service. **RECOMMENDATION:** The Arkansas Department of Higher Education should hold forums to help institutions understand the benefits of these partnerships and to learn how to make them work to their advantage.
- **Reduce Administrative Costs –** Currently, there are no metrics for benchmarking core expense ratios for public institutions of higher education in Arkansas. Without this critical information, it is nearly impossible for institutions and policymakers to understand the ways that administrative costs compare across institutions. These reports would provide only a benchmark for institutions to understand their current expense ratio; however, this would prompt institutions to develop a plan for reducing administrative costs. **RECOMMENDATION:** The Arkansas Department of Higher Education should change and improve current financial reports to better collect information necessary for calculating the core expense ratio for an institution. Institutions could use this information in determining ways to reduce administrative costs that are unnecessarily elevated.
- **Creating a Thriving Academic Community –** While discussing affordability, it is very important to keep in mind that affordability must not come at the cost of not providing quality education and services to students. Faculty salaries at public institutions of higher education in Arkansas currently fall below the national average. In order to retain and attract quality faculty members to our institutions, this must be corrected. **RECOMMENDATION:** Institutions could formulate realistic plans to increase faculty salaries to the national average over time by dedicating a portion of each institution's income to this goal. The Arkansas Department of Higher Education (ADHE) should work with the Arkansas Department of Finance and Administration (DFA) to create a personnel policy that allows institutions more flexibility in increasing these salaries.

Key Partners for College Affordability

The Arkansas Department of Education will be a necessary partner in helping Arkansas high schools collaborate with institutions of higher education to develop financial literacy courses that will educate high school seniors about fiscal responsibility. Courses would include information about using student loans responsibly, the availability of scholarships and grants, and should even include more in-depth personal finance training, such as managing checking accounts and credit cards. Students who are more

financially literate are less likely to find themselves in a financial hardship that could lead accumulating an overwhelming amount of student-loan debt based upon their chosen career path.

State policymakers, the gatekeepers to institutional funding and regulations, should work as partners with institutions of higher education to achieve college affordability. By working with the governor and state legislators, institutions of higher education could find more economical ways to bring the possibility of attending college to the citizens of Arkansas. This partnership could be achieved through more transparency and with an increased focus on outcomes.

Business and industry in the state of Arkansas are critical partners to collaborative efforts to educate and train students, and could alleviate reliance on other sources of funds. When local businesses invest in higher education, the benefits are not only realized by the institutions and their students, but also by the participating businesses and the local and state economy, as well. This allows the educational institution to more efficiently and affordably produce graduates who will expand the workforce.

Helpful Resources for Achieving Affordability

In order to better understand how institutions allocate current resources, we must be able to better understand each institution's core expense ratio. This ratio measures the amount of funding that is expended for categories that are proven to increase graduation rates, namely instruction; academic support; research; public service; and student services, as compared to an institution's expenditures that are for institutional support.

One much-needed resource for institutions is funding for capital and deferred maintenance projects. Establishing a dedicated system for assisting institutions in completing such projects would allow colleges and universities to direct financial resources back to academic endeavors. When institutions are forced to use previously allocated funding to other areas, instead of resolving emergency deferred maintenance issues, the academic programs suffer from that loss. By helping institutions stay current on maintenance needs, they are less likely to find it necessary to divert money from academics to address a dire situation.

The final resource necessary to achieving affordability is simply more data. In many cases, institutions are unable to understand how they rank among their peers due to a lack of available information. By collecting more vital information from colleges and universities, these institutions and our state's policymakers would be better able to make well-informed decisions with regard to college affordability.

Appendix G. Non-Formula Funding Work Group Report

ASSESSMENT OF THE FUNDING NEEDS FOR THE NON-FORMULA INSTITUTIONS AND OBJECTIVE MEASURES TO DETERMINE EACH INSTITUTION IS MEETING ITS MISSION

Introduction and Purpose

The Arkansas Department of Higher Education (ADHE), as a part of implementation of the Master Plan, has established several committees to propose strategies and measures to assist it in implementing the Master Plan. One group - Institutional Funding - includes a sub-group whose charge is to assess the funding needs of non-formula institutions. (Appendix A - Members of the Non-Formula Work Group.)

The purpose of the Institutional Funding committee, as stated on the ADHE website, is the following:

State funding for higher education, through both financial aid programs and institutional funding, must align with the statewide objective of improving educational attainment. To that end, institutional funding formulas should be based on metrics which align with state goals and should provide rewards to institutions which work to achieve these goals. In addition to a funding formula for traditional institutions, a goal of the master plan is to determine the best way to assess [the] funding needs of non-formula institutions.

The Institutional Funding committee is working to establish one set of performance-based measures for all formula institutions. The Non-formula work group is likewise developing a means to assess the funding needs of each unique entity, as well as and objective measure that will determine whether each institution's mission is being met.

In addition to the charge detailed above, the work group has been tasked with addressing two questions the Director of ADHE asked of this group.

1. The appropriate means by which to evaluate whether an institution is meeting its mission on an annual basis and an appropriate funding level; and

2. The development of a process to assist ADHE in recommending when a new entity should be added to the non-formula category of institutions.

Due to the diversity of missions of the non-formula institutions, the work group asked each to submit a brief history, its goals and suggested measurable objectives appropriate for their missions. The non-formula institutions submitted written reports in January, and meetings and presentations were held for each institution during February/March. Afterwards, the work group requested a narrowing of the reports to reflect no more than five measurable objectives for each   institution.

Defining Non-Formula Institutions

Currently, there is not a formal definition for a non-formula institution. The informal definition used by ADHE is "non-formula entities either do not generate FTE students or generate a level that is minimal compared to the scope of the entity's mission."

Who are Non-Formula institutions and why do they exist?

There are a variety of reasons non- formula institutions have been established:

Assist State Economic Development Efforts - UALR's Research and Public Service Units APS unit (Research and Public Service) originally called IREC which was formed legislatively to support the Arkansas Economic Development Commission. The University of Arkansas's Research and Technology Park assists in the start-up and development of new and existing businesses. The University of Arkansas's World Trade Center is central and a vital component of the economic development efforts throughout the state and abroad. Henderson State University's Community Development
Corporation also serves the region's business and industry needs.

1890's Land Grant - UAPB's non-formula unit was established to foster scientific research as a requirement of the federal government, and in this capacity receives federal funds that must be matched by state funds.

Assist Important State Training Needs - several units were established by the legislature to serve training needs throughout the state - Southern Arkansas University Tech's Environmental Training Academy and Fire Training Academy, and The University of Arkansas's Criminal Justice Institute to provide continuing education training to the state's law enforcement community.

Educational Units - the University of Arkansas School for Mathematics, Sciences and the Arts and the Clinton School of Public Service are two institutions that meet specialized niches within the state. The two state university system offices are also included - the University of Arkansas and the Arkansas State University system offices.

Statewide Needs in Healthcare. Agriculture. and Information Technology - The University of Arkansas for Medical Sciences, in addition to overseeing an academic medical center and hospital, UAMS provides academic programs in medicine and allied health for future physicians, nurses, pharmacists and others throughout the state. The University Of Arkansas Division Of Agriculture includes both the agricultural experiment stations where cutting-edge research is conducted, but also operates county offices in all areas of the state through the cooperative extension service component of the Division. The Arkansas Research Education and Optical Network (ARE-ON) provides vital connections for campuses across the state to share large files of data, to communicate seamlessly and to leverage its resources for the award of extramural funding.

Regional Needs for Workforce Training - the ADTEC/ADWIRED consortium of five academic institutions in the delta region of the state operated by Arkansas State University – Mid South provides critical workforce training programs for business and industry vital to their livelihoods.

Preservation of Cultural Treasures and Promotion of Tourism - Arkansas State University Heritage Museums, university of Arkansas Garvan Woodland Gardens, University of Arkansas's Archaeological Survey and the University of Arkansas's Pryor Center serve our collective need to preserve our way of life, culture, and history.

Protection of our most vulnerable - higher education institutions must tap into ways that are responsive to state needs by harnessing our collective expertise to solve a problem or be a part of a solution. Two great examples are Northwest Arkansas Community College's Child Protection and Training Center and the University of Arkansas's Rural Education in Autism and Related Disabilities. Both serve to protect children and assist in addressing maters where outside assistance is often needed.

Funding the Non-Formulas

There are 23 non-formula institutions. Some have been in existence for a number of years, others for a shorter period. Some have received funding from the state while others have not. Most, if not all, of the more recent non-formula institutions have received recommendations for funding from the Arkansas Higher Education Coordinating Board (AHECB), but have not received funding as virtually no new funding has been provided to any non-formula institutions with small limited exceptions.

Addressing Consideration of Newly Proposed Non-Formula Institutions in Future Years

All serve vital missions, however, since funding has been relatively flat for the last few years for higher education as a whole, it causes us to ask whether any new non-formula institutions should be added to those currently receiving a recommendation in future years and for future funding cycles. We do not believe it is fiscally responsible to do so. Recently, the AHECB adopted a policy that halted the addition of any new 2-year or 4-year institution. Perhaps a similar approach would be useful for consideration of any new non-formula institutions.

As an alternative, if a proposed non-formula institution is submitted to the AHECB for funding, perhaps the following characteristics may be useful:

- Does it contribute positively to a state-wide or regional need?
- Does it have an economic impact?
- Does it have social impact?
- What would happen if it didn't exist?
- Is its function part of an institutional mission?
- Is it legislatively mandated - federal and/or state?
- Is there another possible method of funding?

Assessment of Funding Needs

Base funding levels exist for a number of institutions, though not all. All institutions need a base funding level with an inflationary increase when possible.

Evaluation of Meeting the Mission

Though the work group requested measurable objectives, it was difficult to determine how some institutions would necessarily increase its current activities. Each non-formula institution, however, should file an annual report outlining how it has operated, at a minimum, by maintaining the measures it has identified.

The following represents what each non-formula institution submitted as its measurable objectives with a brief description of its mission and goals.

Non-Formula Entities
Summary of Missions, Goals, and Objectives

The following provides a summary of the information that each non-formula entity presented to the Non-Formula subcommittee working on the ADHE Master Plan.

Arkansas Delta Training and Education Consortium (ADTEC)

Mission/Description

The Arkansas Delta Training and Education Consortium (ADTEC) was created in 2005 and is a collaborative of the five community colleges in eastern Arkansas to use their collective resources to address current and future workforce training needs of business and industry.

Purposes

- Provide a comprehensive regional approach to education and training
- Share faculty, curriculum, equipment, and best practices
- Provide a broader range of services at a lower overall cost
- Promote regional economic development

Goals/Objectives*

1. **Enhance work readiness of ADTEC region (purpose l; priority 2)**
   - Sustain or increase the number of industry credentials attained
, Sustain or increase the number of academic credentials

2. **Increase education and training capacity of ADTEC member colleges (purposes 2 and 3; priority 1)**
   - Sustain or increase strategic pursuit of external resources
   - Sustain or increase sharing of existing resources, where appropriate

3. **Promote economic development within the ADTEC region through collaboration with regional stakeholders (purpose 4; priority 3)**
   - Sustain or increase partnerships with new and existing business and industry
   - Sustain or increase collaboration with regional stakeholders to promote and support the ADTEC region

*The specific objectives are stated in measurable format and quantitative elements will be included upon completion of baseline development. Objectives map to the ADTEC purposes and were prioritized upon request

Arkansas Research and Educational Optical Network (ARE-ON)

Mission/Description

The mission of the Arkansas Research and Education Optical Network is to promote, develop, and apply advanced application and communication technologies to support and enhance education, research, public service, and economic development.

Goals:
Goal 1: Research - Advance the research mission and agenda of our member institutions.

Goal 2: Information Technology - Enable the use of next generation technology by providing a platform for innovation.

Goal 3: Sustainability - Position the organization to meet ongoing financial needs for operations and capital refresh.

Goal 4: Shared Services - Facilitate the use of shared services and resources among our members.

Goal 5: Cybersecurity - Create a network environment for our members that follows cybersecurity best practices.

Objectives:
Objective 1: Establish over the next two years a research cloud environment that seamlessly connects 35% of university owned research equipment into one interoperable domain.

Objective 2: Implement a cyber-security umbrella that will shield our members from most low, medium, and high level threats within twelve months.

Objective 3: Leverage partnerships with various vendors and professional organizations to facilitate consortium price contracts for best of breed information technology solutions.

Objective 4: Establish a disaster recovery solution and mutual aid agreement for our members with 80% participation within the next twelve months.

Objective 5: Directly connect the remaining three community colleges and research stations with dark fiber.

Arkansas State University System

Mission/Description

The ASU System includes Arkansas State University, a four-year research institution in Jonesboro with an instructional site in Paragould and degree centers in Beebe, Mountain Home, Blytheville, Forrest City, and West Memphis. Its two-year college institutions include ASU-Beebe, with additional campuses in Heber Springs and Searcy and an instructional site at Little Rock Air Force Base; ASU-Newport, with additional campuses in Jonesboro and Marked Tree; ASU-Mountain Home; and ASU Mid-South.

Arkansas State University in Jonesboro was established in 1909 as Arkansas State College. ASU-Beebe was established in 1927 as Junior Agricultural School of Central Arkansas and became part of ASU in 1955. ASU-Newport was founded as White River Vocational-Technical School in 1976 and became part of ASU-Beebe in 1992, but in 2002 the campus combined with Delta Technical Institute at Marked Tree to become a standalone institution. ASU-Mountain Home campus was established in 1995. Mid-South Community College in West Memphis became a member of the system in 2015 and changed its name to ASU Mid-South.

Goals:

The Arkansas State University System will ensure access to academic excellence and educational opportunities for Arkansans and all students who enroll in its component institutions   by:

- Expanding participation through increasing access, enhancing diversity, improving service to non-traditional students, expanding use of distance education, and describing the advantages of continuing education.

- Increasing academic productivity through improved recruitment, increased retention, accelerated graduation, expanded continuing education opportunities, and advanced technologies.

- Producing graduates who are intellectually and ethically informed individuals with skills and knowledge to be capable of leadership, creative thinking, and being contributing citizens.

- Creating and disseminating new knowledge through research and investigation.

- Emphasizing the recruitment, hiring, and retention of the best possible faculty, staff, and administration.

- Expanding Arkansas's economic development by providing needed graduates, offering appropriate academic programs, marketing the system and its components as economic assets of the state, supporting research, and commercializing ideas and discoveries. Increasing, diversifying,and strategically allocating resources.

Objectives:
1) Ensure the long-term financial viability of the System by maintaining a proper debt capacity.

Actions: Evaluate capital project funding requests; provide competitive financing options, and monitor financial and market conditions related to maintaining current Moody's rating.
Measure: Maintain or improve current Moody's A1 rating.

2) Maintain the financial viability of a competitive System benefit package.

Actions: Engage the assistance of a benefits and retirement consultant to provide options for additional efficiencies. Coordinate with System Benefits Committee to ensure that benefits package is competitive to recruit and retain employees.
Measure: Maintain the needed fund balance reserve as projected by actuary

3) Propose legislation that would positively impact higher education.

Actions: Identify key issues and opportunities in cooperation with other Arkansas institutions. Draft legislation. Educate and build support among members of the General Assembly.
Measure: Draft and introduce at least three bills in the 2017 session of the Arkansas General Assembly.

Arkansas State University Heritage Sites

Mission/Description
The Arkansas State University Heritage Sites Program researches, preserves and promotes heritage sites of national and regional significance in Arkansas to avoid losing structures, locations, and stories that are important to our state's history and heritage.

These sites serve as educational laboratories for students at all levels. A-State Heritage Studies Ph.D. students work with these sites through graduate assistantships, independent studies, practicums, case studies, field experiences, and dissertation research. Classes from A-State and other universities throughout Arkansas utilize the sites to enhance and apply classroom learning. Elementary and secondary school field trips, after-school enrichment programs, special educational events, and professional development workshops for teachers are directly tied to Arkansas curriculum frameworks.

These sites also serve as economic catalysts in communities where they are located by attracting heritage tourists from around the country, by stimulating other community investment, and by providing technical assistance to communities related to preservation- and heritage-based economic development strategies.

Goal 1: Serve as an educational laboratory for the A-State Heritage Studies Ph.D. program, as well as other university programs.

Goal 2: Provide experiential learning opportunities at all levels, from elementary and secondary students to adult learners.

Goal 3: Serve as an economic catalyst in rural communities by focusing on heritage tourism and preservation-based development strategies.

Goal 4: Bring visibility and recognition to the university and to the state through outreach to national and international audiences.

Objectives

A. Every student in the A-State Heritage Studies Ph.D. program will graduate with applied experience at heritage sites through case studies, graduate assistantships, independent study, practicums, or dissertation research. *Measures:* Annual review of Heritage Studies student projects and programming.

B. Heritage Sites will work with other A-State classes, classes at other universities, and elementary and secondary schools to provide classroom enrichment and applied learning. *Measures:* Number of class visits and projects, student field trips, in-school program delivery, professional development, after school and summer programs.

C. Heritage Sites will offer educational programs, retreats, special events, and site-related travel opportunities for adult learners. *Measures:* Number and diversity of events/activities and participation at such events/activities, including audience evaluations.

D. Visitors to heritage sites and their economic impacts on local communities will be increased annually. *Measures:* Number of visitors, travel-related expenditures, travel-related jobs, and travel-related local and state tax revenues.

E. Heritage Sites staff members will participate in civic club speaking engagements and presentations to learned societies, as well as submitting articles for both professional and general audience publications. *Measures:* Staff productivity reports.

F. F. The marketing efforts for Heritage Sites will include focus on regional and national media coverage (newspaper, radio, television, videos, and documentaries) and national and international groups. Measures: Evaluation of media coverage, as well as other national and international contacts.

Henderson State University Community Education Center

Mission/Description

The mission of the Henderson State University Community Education Center (CEC) is to provide training opportunities to businesses, industries, and individuals in Clark County and the surrounding area. These programs are created to enhance skills that will improve quality of life for area citizens, and assure a well-trained workforce that will enhance regional economic growth.

Goals/Objectives

- Meet the training needs of local industries.
- Open the facility to Business & Industry for in-house professional development and training.

a) Meet the training needs of local industries.
   i. Mail a needs survey annually to all Clark County industries to assess training needs and skill gaps. The results will be used to create training opportunities to address these needs. Training courses will be held for 100% of the needs identified when a class of at least 10 students can be formed. See attached Workforce Needs Assessment survey.
   ii. Administer Tests for the Arkansas Career Readiness Certificate.

Goal is to test 50 individuals per academic year. A spreadsheet is kept that lists each test given and the certificate level achieved. See attached CRC spreadsheet.

        iii.   Monitor the Industrial Equipment Maintenance Technology (IEMT) partnership program to assure the outcomes meet industry needs. A question on the survey will include classes offered to the high school students through the IEMT program to determine if the courses continue to address the needs of industry.

    b)   Open the facility to Business & Industry for in-house professional development and training.

        i.   A spreadsheet documenting the Center's use is kept and updated on a regular basis. See attached spreadsheet.

        ii.   Surveys will be given to all groups using the facility. A goal of 90% satisfied responses will be strived for. See attached HSU Community Education Center Facility Survey.

        iii.   Improvements will be made, when possible from the suggestions on the surveys.

<u>Northwest Arkansas Community College Child Protection Training Center</u> <u>Mission/Description</u>

Northwest Arkansas Community College -Child Protection Training Center (CPTC) serves as one of only three unique training centers in the United States. The Melba Shewmaker CPTC, partnered with Gundersen National Child Protection Training Center (Gundersen NCPTC), provides community education, professional training, technical assistance, publications, and curriculum support for Arkansans. The Melba Shewmaker CPTC includes hearing rooms, a court room, a fully functioning home used for simulations, interactive video capabilities and other flexible use space. The staff consists of nationally renowned experts in forensic interviewing, abuse prosecution, prevention education, mental health, crisis prevention, and advocacy. In the last five years, Melba Shewmaker CPTC has trained law enforcement officers, prosecutors, forensic interviewers, sexual assault nurse examiners, social workers, counselors, and other child protection workers from all seventy-five Arkansas counties. In 2015, 4,603 Arkansans received education from the training center.

<u>Goals</u>:

Melba Shewmaker CPTC works to significantly reduce all forms of child maltreatment through education, training, and prevention, while advocating for and serving children, adult survivors and communities. The training center aims to prepare all current and future child protection professionals to recognize, react and report the abuse of children. To that end, Melba Shewmaker CPTC plans to introduce *FIRST'M* Mandated Reporter Training to every higher education institution Arkansas within the next two years. *FIRST'M* is a comprehensive training that teaches mandated reporters the signs and symptoms of abuse. Mandated reporters will learn what steps to take when they suspect child maltreatment: Find a safe location, Identify your concerns, build Rapport with the child, Seek details, and Tell the hotline. Through *FIRST,* educators will learn to respond in manner that protects the child while also preserving the integrity of the investigation and prosecution.

Additionally Melba Shewmaker CPTC endeavors to provide *Empower Me'"* and *FIRST'"* to every student and teacher in the Arkansas public school system within the next five years. These trainings deliver age appropriate body safety programming to grades K-12, provide mandated reporters with best practices for addressing a disclosure of abuse, and call for a parent night to inform parents of the program content and encourage their involvement outside of the classroom. *Empower Me'"* is a train-the-trainer program that will allow each school district to offer the course in future years without depending on the training center. Communities are best served when the *Empower Me'"* training is coupled with *FIRST* '"to ensure mandated reporters know what to do if a child discloses abuse after participating in the *Empower Me'"* curriculum.

Melba Shewmaker CPTC plans to increase enrollment in Child Advocacy Studies (CAST) programs across the state. To increase CAST offerings, Melba Shewmaker CPTC anticipates hosting a state wide conference in the next five years that will provide professors and faculty at all Arkansas Universities and Colleges with the necessary curricula to effectively implement CAST on their campuses.

Objectives:
a. In two years, identify core faculty within Arkansas higher education institutions to implement the CAST program. Create a database of core faculty for implementation of statewide CAST conference within 5 years

b. Implement FIRST mandated reporter training to Arkansas high education institutions within two years.

c. Expand statewide training for child protection professionals currently in the fields of law enforcement, social work, judiciary, and other relevant fields. Provide training statewide to frontline professionals within two years, including *FIRST'"* mandated reporter training.

South Arkansas Community College Arboretum

Mission/Description
The South Arkansas Arboretum is a 12 acre wooded area within the city of El Dorado, adjacent to the former El Dorado High School. The site features species associated with the West Gulf Coastal Plain region of the United States and offers paved walking trails, a pavilion, gazebo, restrooms and parking. This Arboretum is dedication to preserving the native, rare and economically important flora for future generations of people to view, study, photograph, and enjoy.

Goals: The goals of the South Arkansas Arboretum are:
- To provide an educational site by serving as a living laboratory for elementary, secondary and college age groups, as well as the general public - measured by the number of students served
- To provide a recreational site for walkers and joggers where nature's beauty may be enjoyed - currently measured by those that sign in at the entry, researching automatic means of measuring entry
- To provide a preservation site for the unique West Gulf Coastal Plain flora and fauna - measured by the number and variety of plant life

- To provide the community with a natural location for scheduled events - measured by the number of events scheduled

Objectives:

Maintenance and operation of the 12-acre park is the primary objective. The Arboretum Committee provides park enhancements and hosts 2-3 events each year. The college prepares an annual report for the Arkansas State Parks each year. Representatives of the Arkansas State Parks visit the park each year to meet with South Ark staff and Arboretum committee officers to review goals and objectives, improvements, and future plans. The caretaker records the number of visitors and events

SAU Tech Environmental Training Environment

Mission/Description

The Arkansas Environmental Training Academy (AETA) is a training division of Southern Arkansas University Tech and is the designated Environmental Training Center for the State of Arkansas. The AETA is mandated to provide training that enables management and operating staff of regulated facilities (municipal and industrial) to meet state and federal certification and licensing requirements. AETA students receive the necessary training to protect the state's natural resources, environment, and ensure the public health and welfare of the citizens of State of Arkansas.

The AETA's mission is to provide quality training that leads to sustainable employment in the fields of Water Treatment and Distribution, Wastewater Treatment, Solid Waste Management, Backflow Prevention, Public Health, and Worker Safety. Within its resources, the Academy accomplishes its mission through comprehensive certification and continuing education programs, statewide technical assistance programs, administrative and student services, and professional development for faculty and staff. The Academy provides training on the SAU Tech Campus, at training locations statewide, and by Internet delivery.

The AETA is made up of Five Divisions:

- **Water** - AETA Water training is tied directly to the Arkansas Department of Health Division of Engineering Water Operator Licensing Program. The AETA teaches three levels of Water Treatment (Basic, Intermediate, Advanced), three levels of Water Distribution (Basic, Intermediate, Advanced), and two levels of Water Math (Basic and Applied).
- **Wastewater** - AETA Wastewater training is tied directly to the Arkansas Department of Environmental Quality Wastewater Operator Licensing Program. The AETA teaches four levels of Municipal Wastewater Treatment (Class I, II, Ill and IV) and two levels of Industrial Wastewater Treatment (Basic and Advanced).
- **Solid Waste** -AETA Solid Waste training is tied directly to the Arkansas Department of Environmental Quality Solid Waste Operator Licensing Program. The AETA teaches four levels of Solid Waste Management (Apprentice, Journeyman, Master, and Annual 6-hour Update).
- **Backflow** - AETA Backflow training is tied to the Arkansas Department of Health Protective Health Codes (Plumbing) and Engineering Divisions. The AETA teaches four backflow certification courses (Backflow Prevention Assembly Tester, Backflow Prevention Assembly Repair, Backflow Prevention Assembly Tester Recertification, and Cross-Connection Control Program Specialists).
- **Environmental Health & Safety - The** AETA provides environmental health & safety training for municipalities and industries statewide. AETA staff is authorized to provide training by OSHA, US

DOT, the Hazardous Materials and Training Research Institute, and is a member of the national Partnership for Environmental Technology Education and the Community College Consortium for Health and Safety Training.

AETA Goals and Ob jectives

The Arkansas Environmental Training Academy is mandated to provide training and certification services that lead to the protection and sustainability of the state's natural resources and the public health and welfare of the citizens of the State of Arkansas.

Goal # 1: The AETA will provide training on-campus, off-campus, and by Internet delivery, with a goal of increasing the number of students served by two-percent annually.

Measurable Objectives for Goal # 1:

- AETA FY 2D15 Statewide Training Statistics: Number of Classes: **331**

Number of Students: **3,533**

Number of Training Hours: **5,636.5**

Training Locations: **38**

Communities Served: **442**

- Student enrollment in AETA programs increased by 2.3% in FY 2015, thus exceeding the goal.

Student enrollment has *increased 85.4% in the last 10-years {FY 06-15}.*

Goal # 2: Work closely with regulatory agencies and licensing committees to ensure training provided by the AETA is current and meets state and federal requirements for certification and licensure programs.

Measurable Objectives for Goal # 2:

- The AETA works closely with the Arkansas Department of Health (Water, Backflow divisions) and Arkansas Department of Environmental Quality (Wastewater, Solid Waste divisions) to develop and/or revise curriculums for state certification and licensure exams.

AETA curriculums are current and meet or exceed state and federal requirements.

- The AETA works closely with the Water, Wastewater, Solid Waste, and Backflow Prevention licensing committees/boards to ensure training meets the needs of students statewide.

AETA Director, Assistant Director and/or Program Coordinators attend and report to licensing committees/boards on a quarterly basis.

Goal # 3: Evaluate student learning to ensure training is preparing students for state and national licensing exams.

Measurable Objectives for Goal # 3:

- AETA administers pre-test, practice quizzes, and post-test to measure student learning. Provides feedback to the Instructor and Student that the information is being retained.
- AETA monitors student pass/fail rates for certification/licensure exams where applicable with a targeted passing rate 80% as a goal.

In FY 2015 pass rates for exams for which the AETA received reports from state licensing agencies indicate students are exceeding the target goal of 80% pass rate.

Goal #4: Provide a pathway for AETA non-credit students to earn a college degree.
Measurable Objectives for Goal # 4:

- Work closely with SAU Tech to develop and/or revise core curriculums in the APS Degree, emphasis in Environmental Management to meet industry standards.

All core courses are up to date.

- The AETA Director works with SAU Tech to convert non-credit AETA training courses into college credit. Through Portfolio Development, students can earn college credit for AETA non-credit training courses, leading to an Associates of Professional Studies Degree with an emphasis in Environmental Management.

The AETA Director conducted 7 Portfolio Development evaluations for AETA non-credit students in FY 2015, exceeding the goal.

SAU - Arkansas Fire Training Academy
Brief description of non-formula entity and mission

The Arkansas Fire Training Academy (AFTA) mission is to provide quality training and certification for fire and related emergency service programs to the Arkansas Fire Service in an effective and efficient manner. The AFTA has three campuses; the main campus in Camden, remotes sites in Lincoln and Jonesboro. The AFTA is also responsible for maintaining the National Fire Incident Reporting System (NFIRS) for the State of Arkansas. Each fire department is required to provide fire reports to the AFTA monthly. The Arkansas Fire Service is approximately 1,000 departments and 15,000 firefighters strong. The AFTA is tasked as the fire training body for the State of Arkansas. From July 2014 to June 2015 the AFTA issued 21,788 certificates and taught or sponsored 2,146 classes.

Brief history of entity

Fire training has been a key component in the Arkansas Fire Service since the early 1940's. In 1967, fire training found a home with Southwest Technical Institute in Camden. In 1973, Southwest Technical Institute became a part of the SAU Magnolia system and AFTA became a division of the SAU Tech campus. The AFTA originally had 2 classrooms, a small engine bay for storing apparatus, and training buildings. Because of two, F2 tornadoes in 2011, the campus was able to receive a facelift and more classrooms were added as well as a larger engine bay.

Goals of the entity
The goals of the AFTA are to make quality fire training accessible to as many firefighters as possible. This means students can come to the Camden campus as well as attending classes at two of our remote sites in Jonesboro and Lincoln. The AFTA often sends an instructor to teach classes at a fire department if certain criterion is met. The AFTA will also train firefighters in instructional methodology so firefighters teaching the AFTA curriculum will receive training credit. The AFTA is currently developing programs that can be completed in part or in whole online.

Prioritized, measurable objectives

Measurable objectives listed by priority include:

1. Maintain and develop classes that meet or exceed standards set forth by the National Fire Protection Association (NFPA). NFPA standards are updated every five years. AFTA will update each program within one year of the release of the new standard

2. Continue to evaluate programs and test processes to meet criteria set forth by our accrediting bodies. Our two accrediting bodies evaluate our entity every five years

AFTA will bring 1 to 2 programs through the accreditation process every five years until all programs relevant to Arkansas firefighters are available. Continue to update policies and procedures to meet criteria of accrediting bodies for successful reaccreditation every five years
- Maintain a data base to provide firefighters with up-to-date training records

Fire departments rely on training records for legal purposes, grant opportunities, and promotion within the   department. From July 2004 to June 2005 AFTA taught or sponsored 1,184 classes and issued 12,841 certificates. From July 2014 to June 2015 AFTA taught or sponsored 2,146 classes and issued 21,788 certificates. With rate of growth in cities, the same percentage of growth is expected in number of classes and certificates generated.

Maintain a program that allows fire departments to report monthly fire department incidents.

10 years ago the reporting system had 15% of the fire departments in the state reporting. To date 85% of the fire departments are reporting. Continue to provide support to fire departments to enable them to complete data in a timely manner. Continue to increase the number of fire departments reporting to enable them eligibility for federal grant monies. Increase number of reporting departments to offer more valid data at the state and federal level

University of Arkansas System

Mission/Description
The University of Arkansas System is a comprehensive, publicly-supported higher education institution composed of 18 unique campuses, divisions and administrative units that shares the singular goal of serving Arkansas residents and others by developing and sharing knowledge to impact an ever-changing world. The UA System provides access to academic and professional education, and develops intellectual growth and cultural awareness in its students, staff and faculty.

The system further promotes an atmosphere of excellence that honors the heritage and diversity of our state and nation. It provides students, researchers and professionals with tools to promote responsible stewardship of human, natural and financial resources in Arkansas and around the globe, and with workforce-relevant knowledge to enhance economic development efforts that improve the overall quality of life and societal well-being.

Goals:

Goal 1: Expand access to higher education to all Arkansans including those traditionally Under-represented students. 10-year goal - graduates of the University of Arkansas System should mirror the demographics of the state.

Goal 2: Improve student retention and graduation rates. 10-year goal - student retention and graduation rates should exceed averages of peer institutions.

Goal 3: Enhance regional and national reputation of UA System Institutions. 10-year goal -improvement in institutional quality as measured against peers including regional and national rankings.

Goal 4: Financial Efficiency. 10-year goal - as stewards of state resources, institutional resource allocation will be efficiently focused on education, research and service to the state.

Goal 5: Technology. 10-year goal - University of Arkansas System institutions will utilize state-of-the-art technology in classrooms and laboratories to assist faculty and staff in teaching, research and service to the State of Arkansas.

Goal 6: eVersity. 10-year goal - The University of Arkansas System eVersity, a 100 percent online university will enroll over 10,000 students annually, and offer a robust portfolio of high-quality, affordable, accessible, workplace-relevant degrees and credentials in a format that meets the needs of the learners who are unable to attend a traditional face-to-face campus.

Goal 7: Economic Impact. 10-year goal -The UA System will continue and expand its role as an economic engine for the state through cutting-edge research, workforce development programs, and support of private industry, including the work of the Division of Agriculture to support and grow the state's $21 billion agriculture community.

Measureable Objectives

1. *Budget Management:* The UA System office operates under a lean budget considering the number institutions, students and employees across the system. A 10-year history of the RSA and EETF funding for the system shows that funding for the System office rose only 6 percent during that time and that current funding remains below pre-recession (2007-08) levels. During that same time period, the Higher Education Price Index (HEPI) has increased 30 percent while the Consumer Price Index (CPI) has increased 23 percent.

2. *Bond Rating:* A key component of the fiduciary responsibility of the Board of Trustees, and thus a major responsibility of the system, is maintaining a healthy bond rating to ensure responsible financial management across the system. Unlike some states, university bonds in Arkansas are obligations of the Board of Trustees rather than the entirety of state government. Moody's Investor Service currently rates UA System bonds as Aa2.

3. *Patents Generated:* As part of its fiduciary responsibility, the Board of Trustees is responsible for holding all university generated patents. While campus faculty members create research that leads to patents, the Board and system bear the responsibility to ensure the university generates and receives its share of funds from patented university research.

4. *Shared Services:* The UA System continually seeks ways to reduce contract costs by leveraging the collective purchasing power of institutions that utilize common vendors. The system either currently utilizes or plans to utilize shared services in areas such as learning management software, data analytics, enterprise resource planning and employee benefits management.

UA System Arkansas Archeological Survey

Mission Statement Description
The Arkansas Archeological Survey (ARAS) is a research, preservation, and educational unit of the University of Arkansas System. It was created in 1967 by the Arkansas Legislature and joined the UA System in 1977. Our mission is to study archeological sites in Arkansas (Research), to preserve and manage information and collections from those sites (Preservation), and to communicate what we learn to the people of our state (Education). The Survey's Coordinating Office is located on the University of Arkansas Division of Agriculture complex on the Fayetteville campus. Cooperative agreements establishing research stations at seven state university campuses, two state parks, and the UA System's Winthrop Rockefeller Institute enable scholars to implement this mission statewide. The Survey has been a model for state archeological programs throughout the United States and around the world.

Goals and Measurable Objectives

Goal 1: Conduct archeological research designed to increase and disseminate knowledge of 13,000 years of human occupation and environmental change in Arkansas.
Measurable Objective: Number of staff publications and conference presentations.

Goal 2: Work with archeological stakeholders to rescue and preserve archeological sites, collections, and other information in the face of imminent loss or destruction and provide technical assistance and information concerning preservation issues.
Measureable Objective: Number of staff rescue/protection/preservation consultations and projects.

Goal 3: Preserve and curate archeological records and collections following guidelines developed by the National Park Service (36 CFR 79).
Measurable Objective: Number of new site, project, and collection records and updates added annually to AMASDA database system.

Goal 4: Increase public awareness of and knowledge about the rich archeological heritage of Arkansas.
Measureable Objective: Number of people reached via staff presentations to K-12 and general public audiences, Arkansas Archeological Society training program enrollments, and educational websites.

Goal 5: Contribute to Arkansas Department of Higher Education and University of Arkansas System objectives and initiatives at host campuses and other venues.
Measureable Objective: Number of students enrolled in classes and advised or mentored by ARAS personnel at host campuses and research   stations.

UA System Division of Agriculture

Mission/Description
The Division's mission is to strengthen agriculture, communities, and families by connecting trusted research to the adoption of best practices.

Our values are integrity, collaboration, accountability, relevance and excellence. Our promise is to serve with zeal to help others.

Goals:
We strive, in the spirit of service, to use research and extension to help all Arkansans improve their well-being. Our federally targeted work areas are:
- Improving efficiencies agricultural production and processing;
- Environment, energy and climate;
- Ensuring access to safe and nutritious food;
- Increasing opportunities for families and youth;
- Fostering economic and community development.

Objectives:
The broad range of our work is reflected in the proposed performance measures:
- Contacts with stakeholders/citizens
- Behavioral changes resulting from Division programs
- 4-H/Youth development participants
- Constituent services
- Research output

Arkansas School for Mathematics. Sciences. and the Arts

Mission/Description
The mission of the Arkansas School for Mathematics, Sciences and the Arts (ASMSA) is to create, encourage and sustain, throughout the State of Arkansas, an educational community of academically talented students, faculty and staff that pursues knowledge of mathematics, sciences and the arts. As one of only 16 public residential high schools of mathematics, science and technology in the nation, ASMSA specializes in the education of students with an interest in advanced careers in math and science as well as passion for and creativity within studio and digital arts. All classes are taught at the college level, and more than one-third of the faculty holds doctoral degrees.

Goals:
1. Refine, Cultivate and Expand Exceptional Academic Opportunities that are the Hallmarks of the ASMSA Experience

2. Expand Student Research and Global Learning Opportunities that are Unique to ASMSA's Community of Learning

3. Construct Modern Learning Spaces that Address Longstanding Institutional Needs

Objectives:

<u>1</u>. Student Enrollment
Based on available residential space, ASMSA maintains a fixed enrollment of 230 students. Applications exceed the available spots for incoming juniors, ensuring that the student population is at the maximum at the beginning of each fall semester. An increase in residential enrollment is not possible without specific state support.

2. <u>Credentials Awarded</u>
ASMSA offers a single credential (high school diploma). The key difference between ASMSA and other postsecondary institutions who grant credentials is that students who do not complete ASMSA's program of study do go on to earn a high school diploma from their local/sending high school.

3. <u>ACT Scores</u>
The ACT exam remains the sole benchmark exam by which the school can compare itself to both Arkansas high schools and peer institutions. The school participates in the Universal ACT for all Arkansas high school juniors. The majority of students test again in their senior year in order to improve their overall scores. As such, ASMSA maintains an entry, mid-point, and exit ACT average for all students. Historically, class ACT average composite scores have increased by 4 points from admission to graduation.

4. <u>Geographic Reach</u>
ASMSA is implicitly tasked with reaching a population of students from across the state of Arkansas. In a typical year, students hail from 55-60 counties, approximately 80 of 100 Arkansas House districts, and all 35 Arkansas Senate districts.

5. <u>Percent of Students Gaining Admission to College</u>
100% of ASMSA students are admitted to accredited colleges and universities. During their program of study at ASMSA, students average 47 hours of concurrent college credit, or roughly three full semesters of credit.

Clinton School of Public Service

Mission/Description
The mission is to educate and prepare professionals in public service who understand, engage and transform complex social, cultural, economic and political systems to ensure equity, challenge oppression and effect positive social change.

Goals:

(1) Produce graduates who are proficient in the body of knowledge related to public service;

(2) Produce graduates who are proficient in facilitating preparatory social change that advance social and economic justice;

(3) Produce graduates who are proficient in applying research methods in field research, program planning, and program development and program evaluation;

(4) Produce graduates who are proficient in field project work and

(5) Produce graduates who are professional and ethical public servants. Graduation rates percentage --75%

Career placement percentages (within 6 months of graduation) --75%

Field service projects during a calendar year --70

Speakers/Public Programs which are free & open to the public during a calendar year--50

Objectives:

Learning outcomes for goal #1: Students will be familiar with and make connections among the major concepts, theoretical perspectives, empirical findings and historical trends relevant to public service. Students will understand the complexities of public service work in local, regional, national and international contexts.

Learning outcomes for goal #2: Students will identify, develop and/or mobilize resources (e.g. human, social, economic, political, physical, civic, etc.) to facilitate social change. Students will understand social change models and how to apply them appropriately.

Learning outcomes for goal #3: Students will conceptualize issues to be studied and formulate appropriate research questions. Students will apply field research to public service work. Students will use appropriate information gathering techniques and methods in field research. Students will conduct appropriate data analysis. Students will critically analyze methods, results and implications.

Learning outcomes for goal #4: Students will design projects using appropriate methods. Students will implement an action plan appropriate to the context. Students will evaluate the implementation, outcome and impact of a project.

Learning outcomes for goal #5: Students will be aware of their own personal values and how they affect their public service work. Students will use critical thinking skills to address ethical and professional dilemmas. Students will understand public service values, principles and behaviors. Students will be able to work with diverse populations.

UA System Criminal Justice Institute

Mission/Description

The mission of the Criminal Justice Institute (CJI), a division of the University of Arkansas System since 1997, is to enhance the performance and professionalism of certified law enforcement professionals through advanced training,education, resources and collaborative partnerships. Well trained and professional public safety personnel are critical in ensuring not only the safety and quality of life of the citizens they serve, but also the economic viability of their communities. CJI was established in 1993 and funded by the Arkansas legislature in 1994 to provide resources to overcome severe public information and service deficiency needs within the Arkansas law enforcement and criminal justice communities. In 2001, for reasons not related to the performance of CJI, the state appropriation for the Institute was cut by 50% ($1.5 million). To date, the funding lost has not been restored.

The vision of CJI is to make communities safer one officer at a time. In FYlS, CJI provided free training to more than 13,500 representatives of more than 300 rural and urban law enforcement agencies statewide. Without the resources of CJI, most (especially the smaller/rural agencies) would not be able to afford access to these services vital to the safety and economic viability of their community.

Goals:
To achieve its mission, CJI must design, enhance, and make accessible curricula in leadership and management, crime scene and death investigations, computer applications, drug investigations, and other specialized areas of law enforcement that meet the unique and critical advanced training needs of Arkansas law enforcement personnel. CJI is committed to also meeting the technical support and educational needs of this group. Since 2003, CJI has worked with 22 institutions of higher education (16 two-year and 6 four-year) to provide unique practitioner-focused academic certificates and AAS degree opportunities in law enforcement administration and crime scene investigation for active public safety professionals. By providing these needed services, CJI positively impacts not only the safety, but also the economic viability of communities across the State.

CJI will continue to offer and expand the accessibility and availability of innovative and timely courses, programs, services and educational opportunities specific to the unique needs of law enforcement professionals that will assist in enhancing the quality of life of Arkansas's citizens and, through federal funding,also assist rural law enforcement agencies nationally.

Objectives:

1J Attendance: CJI will strive to continue to increase or sustain the number of law enforcement professionals who have access to and benefit from needed advanced training. Since 2010, the number of attendees of CJI programs and events has increased almost 300%. This increase was achieved, without any additional state funding, through the initiation of cost efficiency measures.

Contact Hours: CJI will strive to increase or sustain the number of contact hours delivered each year. This will be achieved by not only expanding or sustaining attendance, but also increasing the number of both traditional and online courses offered. Since 2011, CJI has developed a total of 20 online specialty

courses for the Arkansas law enforcement community. The number of online courses available will continue to expand and provide greater accessibility of programs to all public safety professionals, but particularly those serving small and rural communities.

Law Enforcement Agencies Served: CJI will strive to continue to expand or sustain the number of law enforcement agencies statewide that benefit from participation in CJI courses or events. Of the approximately 400 law enforcement agencies in the state, CJI has served representatives of more than 80% of the public safety agencies identified.

Academic Certificates and AAS Partnership Enrollment: CJI will strive to increase the number of law enforcement professionals enrolling through the Institute in the Certificates of Proficiency, Technical Certificates and Associate of Applied Science Degrees in the ADHE collaborative programs in Law Enforcement Administration and Crime Scene Investigation. CJI will strive to continue to support the officers/deputies currently enrolled through the Institute in one of these programs and provide assistance to the 22 higher education partners in enhancing completion rates. CJI will also strive to expand marketing of these programs to active law enforcement professionals and expand the number of higher education institutions participating. These programs provide unique opportunities to public safety professionals, many of whom may have never viewed higher education as attainable.

University of Arkansas Fayetteville- Arkansas Research and Technology Park Mission/Description
The mission of the ARTP is to stimulate the formation of a knowledge-based economy in the state of Arkansas through partnerships that lead to new opportunities for learning and discovery, build and retain a knowledge-based workforce and spawn the development of new technologies that enrich the economic base of the state. The ARTP is managed by the University of Arkansas Technology Development Foundation (UATDF), a supporting organization of the University of Arkansas, Fayetteville.

Goals:
The overarching goal of ARTP is to foster, grow and retain promising new firms that augment the economic ecosystem of the state and region. By concentrating cutting-edge facilities together with a rich pool of talent and innovative technology, the ARTP is providing its corporate partners a competitive advantage that will provide tangible benefits to the state and region such as the creation of high-quality, high-wage jobs in the technology industry. In that regard the primary goals of the ARTP are:

- To serve as a hub for innovation and product development, stimulating the formation of a collaborative community of companies whose commercial pursuits are strategically aligned with the core research strengths of the University of Arkansas;
- To promote the commercialization of inventions, discoveries, and processes devised by members of the University community;
- To promote and sustain a thriving entrepreneurial culture in Northwest Arkansas;
- To build a technologically-skilled workforce by providing opportunities for Arkansas' "best and brightest" college graduates and entrepreneurs to remain and thrive in the state; and
- To improve the economy of Arkansas by creating high quality jobs and generating tax revenues.

Objectives:

ARTP is making a positive impact on the economy of Arkansas and is contributing significantly to the development of an ecosystem essential to growing and sustaining a knowledge-based economy. Sustaining this momentum is essential to enable the UATDF to nurture areas of collaborative activity into clusters of companies working in a common area of interest. Doing so will result in the ARTP providing tangible benefits to the state by attracting high paying jobs, providing professional opportunities for high technology workers, and forming clusters of expertise that are important for attracting additional high technology firms. The measureable objectives of the ARTP are therefore as follows:

- **At build-out, the ARTP will create approximately 2,000 permanent jobs:** the UATDF will monitor the employment impact of the ARTP on an annual basis to track progress toward reaching the projected employment target. Direct employment data will be further defined by job category and average annual wage.

- **At build-out, the total impact of operating the ARTP on regional economic output is projected to be approximately $1,569,000,000:** the UATDF will monitor the expenditures of ARTP affiliate companies on an annual basis in order to calculate the cumulative regional economic output.

- **At build-out, the operation and construction of the ARTP is expected to generate $54,102,600 in state and local tax revenue:** the UATDF will update the economic impact analysis of ARTP operation and construction activities every 5 years in order to comprehensively assess the economic impacts and the generation of tax revenues at the state and local level.

Arkansas Center for Rural Education in Autism and Related <u>D</u>isabilities
Mission/Description

The purpose of Arkansas Centers for Rural Education in Autism and Related Disabilities is to create 5 rural autism centers that will utilize existing Arkansas state of the art technology to educate and train high quality autism professionals across the state. The centers will merge best practices in autism clinical treatment, the training of families, teachers and service providers in evidenced based practices, and technology for training and supervision in rural America. The level of technology allows for state of the art autism-traini ng center for rural America that does not exist anywhere in the nation.

Goals:

The center will merge best practices in autism clinical treatment, the training of families, teachers and service providers in evidenced based practices, and technology for training and supervision in rural America. The level of technology allows for state of the art autism-training center for rural America that does not exist anywhere in the nation.
The identified goals are:
- Development of a state center to provide autism training and support across Arkansas
- Development of four satellite centers across the state (AHECs, Universities, Etc.)
- Provide training to professionals and families across the lifespan.
- Provide consultation to service providers and families
- Investment in a center that serves all agencies and families

Objectives:
1. Decrease the average age in which children are diagnosed with autism in the state of Arkansas.
2. Decrease the time between diagnosis and access to autism specific services in the state of Arkansas.
3. Decrease the number of due process complaints due to behavior and access to services for children with autism in public schools.

Garvan Woodland Gardens

Mission/Description
Garvan Woodland Gardens is a viable and sustainable entity within the University of Arkansas at Fayetteville. We further the University's mission of teaching, research, and public service through our own mission:
- Preserving and enhancing a unique part of the Ouachita Mountains environment.
- Providing people with a place of learning, research, cultural enrichment and serenity.
- Developing and sustaining gardens, landscapes and structures of exceptional aesthetics, design and construction; and
- Partnering and serving with the communities of which the Gardens is a part.

Goals/Objectives:
Develop a Sensory Garden that provides active and direct contact with the natural environment and usable spaces for relaxation and rejuvenation for people of all abilities and needs.
> - Complete Phase One by Summer 2018

Annually present notable local, national, and international artists and art collections in the Gardens.
> - Annually, beginning Summer 2016

Develop education program to provide a variety of Continuing Education (CEU) level courses to regional professionals such as Landscape Architects and Civil Engineers
> - CEU Level Courses to be provided by Spring 2017

Continue annual University of Arkansas, School of Architecture Summer Design Camp for area high school students.
> - Annual Summer Program

Develop student internship program with University of Arkansas departments such as Landscape Architecture, GIS, and Horticulture to provide collaborative professional work experience for students.
> - Summer 2016

Utilize the exceptional outdoor venue of the outdoor amphitheater develop an outdoor concert series open to the public.
> - Summer 2017

Update E. Fay Jones' Garvan Pavilion and Restrooms through roof replacement, structural improvements and exterior staining.
- Summer 2016

Update Maurice Jennings' Anthony Chapel, Bride's and Groom's Hall and Carillon through roof replacement, structural improvements and exterior staining.
- Summer 2017

Annual maintenance program for E Fay Jones' Garvan Pavilion and Restrooms; Maurice Jennings' Anthony Chapel, Bride's and Groom's Halls and Carillon
- Annual

Complete Wildflower Meadow project and provide interpretive signage detailing native and naturalize plant options for visitor's home gardens.
- Summer 2017

Complete Phases 2-5 of the Flowering Border English Gardens project. Provide additional learning opportunities for visitors and important wedding venue.
- Fall 2016
Improve the Garden of the Pine Winds (Japanese Garden) by paving paths, improving overlooks and developing a boardwalk for the Koi Pond
- Fall 2016

Partner with Other Non-Profit Groups to provide facilities and programs for Garden members and the public.
- On-going

Develop multiple educational programs that serve the local schools through the use of Garden facilities and on-staff experts.
- On-going

Partner with the Arkansas Department of Corrections Work Release Program to provide jobs to non-violent offenders.
- On-going

Partner with Garland County Job Corps to provide jobs and training for students.
- On-going

UA Pryor Center

Mission/Description
The mission of the Pryor Center is to document the history of Arkansas through the collection of spoken memories and visual records, preserve the material, and connect Arkansans and the world to the archive. Interview transcripts, audio and video recordings, and photographs are available to students,

researchers, documentarians, educators, or anyone interested in Arkansas history on our website at pryorcenter.uark.edu

Goals/Objectives:
Provide research and educational material to the public Accept nominations for Arkansans to be interviewed
Provide digital audio kits to the public to conduct personal interviews in the field Digitize, preserve, and maintain KATV news footage archive
Provide on-site, on-camera interview facilities to the public via the Arkansas Story Vault

1. Make the Pryor Center interview studio available to the public - Located on the Fayetteville square, the Pryor Center is equipped with a video production studio to conduct our interviews. Using the NPR Story Corps template, we will allow the public to conduct their own interviews that we would record. Upon completion, we supply a copy to the participants and we archive a copy for the Pryor Center. This will not only be an opportunity to provide a public service but increase traffic on the square.
2. Digitize and catalogue the KATY video collection - KATY, the ABC affiliate in Little Rock has donated more than 26,DOO hours of historic news footage to the Pryor Center. Unfortunately, all of the material is on video tape and needs to be converted to digital files. Many are more than three decades old are in danger of becoming unusable. This costly process will save a priceless collection of Arkansas history.
3. Provide the Pryor Center video archive in a searchable format - Once the KATY video is digitized, the task of cataloging the material will begin. The eventual goal is to have all of the footage on the Pryor Center website in a searchable form. This will serve teachers, students, researchers, documentary filmmakers or anyone interested in Arkansas history.

World Trade Center Arkansas

As Arkansas' global business resource, the World Trade Center Arkansas (WTC AR) is a non-governmental organization helping Arkansas' business community compete more effectively in a global market. Since our inception in 2007, our mission has been to partner with numerous firms across the state to establish and strengthen their global presence through comprehensive international business services, global connections and professional development and networking events. The WTC AR was founded in 2007 through the vision of former Congressman and current Senator John Boozman, and the collective efforts of University of Arkansas, Arkansas Economic Development Commission, Hunt Ventures, Governor's Office, and the City of Rogers. In 2007, the University of Arkansas became the World Trade Center Association licensee solidifying the WTC AR as the operator within the World Trade Centers' Association. Similar entities include the Montana World Trade Center (an affiliate of the University of Montana), the World Trade Center Denver, and the World Trade Center Mississippi.

Arkansas's export shipments of merchandise and agriculture in 2013 and 2014 totaled $16 billion, but the export potential for Arkansas small businesses remains largely untapped. Currently, there are a number of small and medium sized businesses that are not reaching their full export potential. Significant progress has been made, but there is more work to be done. The WTC AR has hosted over 45

foreign ambassadors, consul generals, trade ministers, and country presidents. There is simply not another entity within the state that is providing a similar scope of global trade development activities.

The University of Arkansas requests appropriation funding of $250,000 to help fulfill its economic development mission, specifically for the WTC AR. The WTC AR is continuously searching for opportunities to assist the state's small business concerns, agricultural producers, and service providers in identifying new global markets for expansion, in addition to educating business owners about the potential for growth through exports. The support will aid in facilitating companies' transitions from export-ready to exporting, as well as monitoring the efficacy of their efforts. The WTC AR has sought available funding, been approved, and successfully awarded over $2 million in federal support from the U.S. Department of Commerce, including their Economic Development Administration program and the State Trade and Export Promotion (STEP) sponsored by the Small Business Administration for operational and global trade promotion. The WTC AR is the only entity designated by the Governor to apply for the STEP funds. The WTC AR has also received funding for three years as part of the National Export Initiative. With this funding, the WTC AR assisted over 38 companies that were either new to market or new to export by giving them the opportunity to attend and/or participate in trade missions and trade shows. This resulted in new export sales in excess of $22 million with continuing orders anticipated and a $6 million contract pending for one Arkansas client company.

The WTC AR has worked with the Republic of Panama to assist in the following higher education initiatives that has had an estimated trade impact of $2.5 million:

Sam M. Walton College of Business: Certification Program- Certificate of Excellence for Entrepreneurship and Global Supply Chain in conjunction with the University of Panama- training 50 students

Sam M. Walton College of Business: MBA Program-Panama
University of Arkansas: 120 Panamanian students recruited and attending fall/spring semester
Facilitated the establishment of the first International Alumni Chapter in Panama

WTC AR's primary goal is increasing Arkansas's exports to Association of Southeast Asia Nations (ASEAN), Latin American countries, Africa, Canada, and the United Kingdom; thus, positively impacting the present trade deficit. The increased export activity will bolster the state's revenues, directly benefit women-owned and rural small businesses in Arkansas, and increase job growth. In addition, tourism from foreign visitors, along with export services and emerging technologies, increases export revenues. The WTC AR recently facilitated the establishment of the Malaysia International Alumni Chapter in Kuala Lumpur.

The WTC AR organized a Governor-led trade mission to Cuba comprising of 48 delegates, representing 17 business sectors. This trip was significant for Arkansas in that the Governor was the first from any state to visit Cuba since the newly constituted U.S. Embassy was established. The high level meetings with our Arkansas companies resulted in the Cuban Government placing an order for 4,500 tons of poultry to be supplied by Simmons Foods and Tyson Foods. It is also anticipated that Arkansas will begin exporting rice to Cuba, along with lumber, steel, pulp wood, and services.

Since 2008, the WTC AR has been the designated trade arm of the Arkansas Economic Development Commission, and it has been recognized as a valuable global trade connection for Arkansas businesses. Before the establishment of the WTC AR, there was no organization strategically positioned to assist Arkansas companies with all aspects of global trade development. The WTC AR is a partner with the Department of Commerce and the Export Assistance Office in Little Rock to provide Gold Key services for companies, as well as arranging country briefings and foreign embassy visits. The WTC AR is a city-state partner with the Ex-Im Bank to identify and assist companies with securing global trade financing for exporting their products.

The WTC AR has significant organizational experience and capacity in participation in foreign trade missions and trips to increase exporting, providing translation services for small-business websites, designing international marketing media for small businesses, facilitating Arkansas businesses in international trade shows, and in providing education, professional development and, certification assistance to small businesses.

GOALS

1. Provide export services to 30 Arkansas small business concerns through participation in international trade shows and provide expense reimbursement through the STEP grant program; State Trade Export Expansion Program. Over $200,000 will be distributed to small business concerns.

2. Increase total Arkansas exports to over $9 Billion dollars from the present $7.5 Billion dollars through export trade development, identifying and assisting 25 companies who are new to exporting or have limited export sales.

3. Increase the number of jobs related to exporting companies to 45,000 and increase of 10,000 presently employed by Arkansas exporting companies.

4. Recruit 15 Arkansas companies to attend foreign trade shows including the Farnborough England show and Hanover Germany show.

OBJECTIVES

1. To introduce Arkansas manufacturing and Agricultural products to the world to increase and sustain Arkansas jobs.

2. To focus on the Aerospace, Nanoscience and Agriculture clusters in Arkansas and assist with expanding access in the international market.

UALR Research and Public Service

Mission/Description
The University of Arkansas at Little Rock contributes to the expanding body of knowledge through research, both basic and applied appropriate to its programs and its faculty; many research activities

address the problems of Arkansas as it interacts with an increasingly complex and interdependent world. It increases the ability of the university to conduct research that can lead to increased economic viability of the state, giving particular attention to the needs of existing industry and new industries the region and state may wish to attract.

The University of Arkansas at Little Rock shares its resources with the larger community through public service, by responding to the special needs and interests of individuals, organizations, businesses, and governmental units. It engages in professional public service that will address the challenges faced by the region and the state, giving particular attention to communities which may have the greatest needs.

ASBTDC

The Arkansas Small Business and Technology Development Center (ASBTDC) applies creative approaches that stimulate entrepreneurship, innovation and small business growth through the higher education system resulting in measurable economic outcomes.

Goals

Goal 1: Provide high quality services that generate economic impact Goal 2: Increase resources for sustainability and growth
Goal 3: Enhance internal communication and processes

Measureable Objectives

1. Total dollar amount of all capital obtained by a client as a result of ASBTDC   assistance.

    2. Number of new businesses started as a result of ASBTDC assistance.

    3. Long-Term Consulting Clients (Five hours or more of consulting contact + prep time.).

Center for Integrative Nanotechnology Sciences {CINS}

The mission of the Center for Integrative Nanotechnology Sciences is to conduct world-class research to develop nanotechnology-based advanced materials. Our advanced materials address cross-cutting fields of science and have the potential to benefit a wide range of needs. Current research efforts include use of our advanced materials for tissue/bone engineering, cancer detection and therapy, nanotoxicity, thin films and coatings, solar energy, and synthesis of nanomaterials.

Goals

Conduct world-class research focused on collaboration and scientific achievement,
Support education through outreach programs that shape the scientists and workforce of tomorrow.

Foster economic development by creating new commercially viable technologies that can be transferred to the marketplace and by working with existing industry to optimize current products and technologies.

Measureable Objectives

1. Two (2) invention disclosures and six (6) peer-reviewed scientific publications annually in journals recognized by Thomson Reuters.

2. Eight (8) UALR students - graduate and undergraduate - will be educated and trained in research roles.

3. Three (3) research proposals totaling at least $750,000 will be submitted for extramural research funding.

4. One hundred (100) hours of instrumentation service will be provided to CINS customers.

5. Eight (8) STEM or similar community outreach activities will expose students and community members to the importance of science to Arkansas education and economic development.

Public Service Units **in** ***the College of Social Sciences and Communication***
Goals
Provide applied and evaluation research, technical assistance, training, facilitation, and outreach services for local and state governments, public service organizations, nonprofit agencies, and neighborhood organizations.

Promote best practices in governance, community development, public sector and non-profit management, research-based and data driven decisions, enfranchisement and consensus building, and conflict management.

Integrate the educational mission of the proposed School of Public Affairs with the public service goals through student involvement with unit staff, faculty, and community partners in promoting improvement of social indicators across Arkansas.

Measurable Objectives
1. Annual number (10) and type (civic, governmental and nonprofit) of community partners/partnerships (breadth of contribution).

2. Annual number (15) and type of deliverables produced for community partners (including surveys, reports, trainings, and facilitated community discussions).

3. Annual number (10) of contracts, grants, or memoranda of agreement and where, discernable, economic results of such arrangements.

Institute for Economic Advancement
Goal
Provide the very best relevant technical assistance, research, and training possible to support and enhance economic development throughout the State of Arkansas.

Measureable Objectives
1. Impact or analysis reports to the Arkansas House, Senate, or Governor's Office upon request (3 per year).

2. Regionalize efforts throughout the state (2 per year).

3. Labor market or workforce analysis studies used in economic development planning {3 per year).

UALR Tech Launch
The mission of the Tech Launch is to serve the university by helping faculty, students and staff protect and realize the full commercial potential of their inventions.

Goals
Protect JP of faculty, staff, and students through patents, copyrights, trademarks and other available protection tools.
Market technologies and license to spin off or existing companies.
Assist in start-up creation.
Foster and promote entrepreneurship on campus and connect to the local and regional ecosystems.
Assist in IP policy implementation campus wide.

Measureable Objectives
1. Number of Invention Disclosures (7 to 10 per year).

2. Number of Patents Applied (4 to 6 per year).

3. Number of Patents Issued (2 to 4 per year).

UAPB Non-Formula

Mission/Description:
The University of Arkansas at Pine Bluff is an 1890 Land-Grant, Historically Black College/University (HBCU) which was established in 1873 with State legislative action sponsored by Senator John M. Clayton. The university's land grant program first received Federal funding authorization in 1965 within the scope of P.L. 89-106 (An ACT to facilitate the work of the Department of Agriculture, and for other purposes). The first fund disbursement, which was $17,000, was made in 1967. The Evans-Allen Act of 1977 currently provides research funding for 1890 Land Grant Universities (including UAPB) to conduct food and agricultural research in a manner similar to that provided to the 1862 universities under the Hatch Act of 1887. Extension at UAPB started in 1971 with two Extension agents. Public Law 114-38 enacted in 1980 authorized Extension funding for 1890 Universities in a similar manner as Smith-Lever Extension funding for 1862 Land Grant Universities.

Today, the University has a diverse student population of more than 2,600 students, more than 30 undergraduate and graduate degree offerings, including a Ph.D. Program in Aquaculture/Fisheri es. Graduates of SAFHS are primarily employed by State and Federal agencies and private companies such as Monsanto and Tyson Foods. Our talented faculty members are among the most diverse of any university within the State. As the second oldest higher education institution in Arkansas, our aim has

remained the same over the years--to provide a high quality, affordable education with a personal touch. Out-of-class experiences and student involvement includes more than 120 student organizations, international student exchange, an internationally renowned Vesper Choir, Marching Band, Concert Bands, Wind Symphony, nationally recognized spirit and debate teams, award-winning theater department and accomplished athletics program.

Objectives:

The University of Arkansas at Pine Bluff Land Grant Program works along with the University of Arkansas
- Division of Agriculture to address many measureable objectives that are of the utmost importance to the State's Agricultural sector. The program areas (categories) include: 1) Agricultural Production & Processing, 2) Environment, Energy & Climate, 3) Increasing Opportunities for Youth & Families, 4) Economic & Community Development and 5) Access to Safe & Nutritious Food.

Federal statute requires that both of Arkansas' Land Grant Universities (University of Arkansas Division of Agriculture, and the University of Arkansas at Pine Bluff report jointly under the above agreed upon Program Areas. Examples of the objectives under the Efficient Production and Processing Program Area include:

- Develop and deliver efficient, sustainable best management practices.
- Discover and promote adoption of breakthrough science-based technologies.
- Analyze and explain issues affecting agricultural production and processing.
- Competitive Marketing
- Analyze global and local market opportunities and constraints.
- Identify and address the needs of diverse producers related to marketing supply chains.
- Analyze and explain issues affecting plant and animal product markets.
- Help all producers and processors take advantage of market opportunities.
- Public Appreciation and Understanding of Agriculture
- Increase public awareness of Arkansas agriculture
- Explain agricultural science to the public.
- Recruit and retain agricultural professionals and leaders.

Other objectives are contained under each of the five NIFA Plan of Work Program Areas. Both the State Joint Plan of Work and the Annual Accomplishments report may be found at:
http://portal.nifa.usda.gov/web/areera/plans/2015-2019/2015-Universitv -of-Arkansas-and-Universitv-of-Arkansas-at-Pine-Bluff-Combined-Research-and-Extension-Plan-of-Work.pdf

University of Arkansas for Medical Sciences

Mission/Description

UAMS is the state's only comprehensive academic health center, with colleges of Medicine, Nursing, Pharmacy, Health Professions, and Public Health; a graduate school; a hospital; a northwest Arkansas regional campus; a statewide network of regional centers; and seven institutes: the Winthrop P. Rockefeller Cancer Institute, the Jackson T. Stephens Spine and Neurosciences Institute, the Myeloma Institute, the Harvey and Bernice Jones Eye Institute, the Psychiatric Research Institute, the Donald W .

Reynolds Institute on Aging and the Translational Research Institute. It is the only adult Level 1trauma center in the state. UAMS has 3,021 students, 789 medical residents and two dental residents. It is the state's largest employer with more than 10,000 employees, including about 1,000 physicians and other professionals who provide care to patients at UAMS, Arkansas Children's Hospital, the VA Medical Center and UAMS regional centers throughout the state.

Goals

1. Clinical Programs: Create an integrated, patient- and family-centered health care environment that effectively and efficiently produces better health outcomes, an enhanced patient and family experience, and clinical program growth at UAMS.
   2. Academics: Educate culturally competent health professionals equipped with the knowledge, skills, and abilities to practice collaborative care and adapt to changes in the health care field.
   3. Research: Develop and expand nationally recognized, multidisciplinary research programs aligned with health needs in the state and nation.
   4. Population Health: Develop research, educational and technical assistance expertise in population health strategies that extend the concepts of patient- and family-centered care to the population in promoting prevention efforts for high-priority health issues for Arkansans and to improve the health of Arkansans.
   5. Workforce: Develop a talented and highly effective workforce at UAMS focused on retaining and developing employee professional and interpersonal skills, creating a work environment characterized by effective communication, high morale and support for employees' health and well-being, and adopting a workforce management approach that is tied to UAMS' strategic goals.
   6. Financial Efficiency: Implement strategies to increase efficiency and effectiveness in core processes to reduce cost and enhance revenue generation.

Measurable Objectives:

1. On-time Graduation/Board Pass Rate: On-time graduation and board pass rates for first-time examinees will exceed the national average for students in the respective programs.
   2. Interprofessional Education - All UAMS students will participate in interprofessional education as a component of their curriculum prior to graduation.
   3. Faculty Development - During the first year of appointment as an Assistant Professor, faculty members across the university will be able to identify a mentor and they will meet formally with their mentor at least twice annually during their first five years from the time of appointment. The Faculty Development Center will collect baseline data and coordinate with department chairs to gain support during year 1. By year 3, all faculty in the first five years of appointment will have had the opportunity to participate in a formal mentoring program.
   4. Patents/Copyright Protection Generated - To improve the commercialization of university research, we will have thirty to forty invention disclosures annually and will seek protection of intellectual property for at least fifteen annually.

Appendix H: Communication Strategies Work Group Report

EXECUTIVE SUMMARY

The communications and marketing plan will support the task force's goals through a coordinated effort involving every approved public institution of higher education. The plan includes research of targeted audiences, strategies and tactics that include an interactive statewide website, toolkits for best communications practices, messaging designed for specific target groups and a comprehensive media plan.

The marketing initiative will be an awareness campaign focused on college value and affordability with specific calls to action. The campaign will be designed to develop a statewide college-going culture and create excitement about the ways higher education can transform Arkansas for generations to come.

The Communications Working Group reviewed marketing initiatives, including websites and other communications tactics, from several states, including Georgia's "Go Back. Move Ahead." campaign and Tennessee's "Reconnect," that have launched similar initiatives to formulate best practices. The group envisions a website as a communications hub similar to these that enables prospective students to find the resources, information and motivation they need to make a decision for advancing their education. Social and digital media will be critical components of the plan because of these platforms' lower cost and ability to target audiences and deliver video content. In addition, prospective students will be able to submit contact information and link to statewide college websites and applications, producing data analysis valuable to assessing campaign effectiveness.

The Working Group believes key messages, based on research, to communicate to specific target audiences, ranging from adults who attended college but did not complete a degree to single parents who have special needs. The audiences also include guidance counselors, career coaches, employers and policy makers.

This group met monthly and collaborated with other task force groups to ensure alignment with messages and goals. Group representation included four-year and two-year institutions, plus a nonprofit organization. The Working Group campaign will be continually measured for effectiveness within each target audience, and strategies will be adjusted as needed based on response success.

Ultimately, the goal of the marketing and communication campaign is to help "close the gap" in Arkansas by producing more college graduates to drive economic development.

Which goal(s) of the Master Plan will be addressed by the identified strategies?

The following long-term strategies will support goals 1-3.
- *Use* a *research-based approach to reach key audiences and influence their desire to pursue or support higher education.*
- *Create an effective marketing plan* based *on the other work groups' identified strategies and research findings.*
- *Develop* a *robust and highly interactive website.*

•*Develop a call center (centralized and/ or decentralized) as a primary point for inquiries.*
•*Measure the effectiveness of the marketing campaign.*

Short-term strategies will support goals 1-3 during the academic year 201 6-17.
• *Work with the other work groups to identify their content messages.*
•*Conduct focus groups with key audiences to guide targeted approach.*
•*Seek out and analyze existing data to inform targeted approach.*
•*Develop marketing plan with strategic timeline.*
•*Select a website developer and complete wire frame design.*
•*Develop a call center development and training plan.*
•*Finalize the campaign branding.*

What changes are necessary to achieve progress toward the goal(s)?

•Collaboration - Colleges and universities need to embrace the goals and work for the better of the state in addition to individual campus marketing efforts.
• Business and Industry Support - Support from the business sector, through employee incentives for college completion and identifying high-need degree programs.
•Web and landing pages - Colleges and universities will need to create ate consistent landing pages that support the initiative and its goals and the end-user.

What strategies have been adopted by institutions in Arkansas and other states?

While these are not necessarily best practices, following are links and screenshots of some other state initiatives.

Georgia: *Go Back. Move Ahead.*

Georgia's public and technical colleges, universities and the Georgia Student Finance

Commission are making returning to college easier.

Find out how by completing the form below or calling 1-844-GoBackNow.

HERE'S HOW:

1 | A simpler enrollment process

2 | A personal advisor

3 | More ways to transfer college credits

4 | More class options — online or on campus

5 | Financial aid information available from

TO LEARN MORE:

Explore the website.
It will answer a lot of your questions about the process and the programs available to help you earn a bachelor's degree, associate's degree or certificate.

Get connected to an advisor.
Provide your contact information by completing the form below or by calling 1-844-GoBackNow and an advisor will be in touch soon to answer your questions.

Kentucky "KnowHow2GOKy": knowhow2goky.org

Kentucky "15 to Finish"

15 to Finish

15 to Finish is an exciting campaign that encourages Kentucky college students to graduate on time by completing at least 15 credits a semester. Full-time students take less than 15 credit hours and

Sign the

Videos

SPONSORED BY:

Sponsored by the Kentucky Council on Postsecondary Education

Kentucky Council on
Postsecondary Education

15 to Finish Kentucky is based off 15 to Finish, a campaign of the University of Hawaii's Graduation Initiative.

ADDITIONAL LINKS:

- Colleges and Universities
- Partners
- Questions
- KnowHow2GoKY

Tennessee Reconnect: tnreconnect.gov
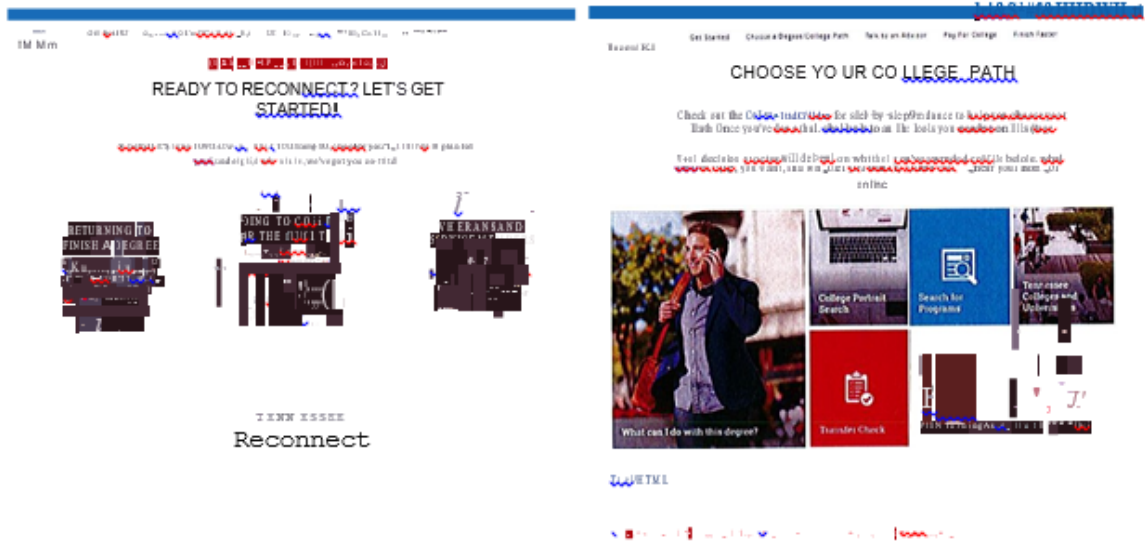
What barriers, if any, exist that make adoption of the identified strategies difficult?

- Financial resources - Lack of financial resources to implement campaign.
- Human resources - Lack of available personnel, cooperation and support from colleges & universities.
- Personal barriers - Past experiences in higher education by adult student population (academic and financial holds) that prevent easy re-entry.

What partners, external to higher education, will be important to implementation of the identified strategies?

- **Legislative liaisons** - The education and engagement of this group will result in ambassadors who can help communicate the goals and strategies of Closing the Gap to influence law and policy makers who can influence these strategies for long-term success.
- **Business leaders** - A group of key business stakeholders across Arkansas, representative of large and small businesses and industry, is critical to the success of this initiative. These thought leaders will help other businesses and the workforce understand and support the positive effects of increasing the number of Arkansans with college degrees.
- **Nonprofits with educational focus** - Many nonprofit organizations across Arkansas already have a vested interest in improving and increasing the state's higher educated population. Communication and collaboration with these groups will enable a unified front and shared human and financial resources.

• **News media** - Traditional and nontraditional news media in Arkansas who understand and support the goals of Closing the Gap will provide a voice throughout the state to increase awareness among the general public of this initiative and its positive effect on individuals and the state.

What resources (technological, human, physical, or financial) are necessary to implement the identified strategies?

•**Technological** - A website with the resources and tools for potential students will need to be created and hosted. In additional, telephone systems and/or VOiP will be needed to maintain a call center that connects student questions with the correct institution and/or resource.

• **Human** - Campus representatives will need to be identified and trained to field questions and requests from potential students. One or more state-level "college coach" positions will need to be created to serve as a hands-on resource, particularly for nontraditional students. There will be ongoing IT, design, and content creation requirements to maintain an effective website and communication/outreach materials.

• **Physical** - A centralized call center could require a room equipped with telephones and computers. A decentralized model could require space on the campuses.

• **Financial** - There will be costs for developing and maintaining the website, communications/outreach materials, and staffing. For staffing, there will be some campus costs to freeing time of existing staff to be campus representatives and there will be a statewide cost for a college coach.

**ARKANSAS OUTCOMES-BASED FUNDING MODEL FRAMEWORK
PROPOSAL TO THE ARKANSAS HIGHER EDUCATION COORDINATING BOARD**

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Outcomes-based funding can be used to properly align institutional funding with statewide priorities for higher education by encouraging programs and services focused on student success and incentivizing progress toward statewide goals. At the same time, such models encourage accountability to students and policymakers by focusing on the success of students through the achievement of their educational goals. Any new funding model must be built around a set of shared principles embraced by institutions, employing appropriate outcomes metrics, and aligned with goals and objectives for post-secondary attainment in our state.

A set of guiding principles, which are described below, are important to orient the design of a new funding model for public higher education institutions. These guiding principles will allow the development of an outcomes-based funding model which is student-centered and responsive to post-secondary attainment goals, while creating a funding context which enables innovation, increased efficiency and enhanced affordability.

Guiding Principles

Student-centered:

- The model should place at its center students and student's needs including both access to and completion of meaningful and quality post-secondary learning.

Outcomes:

- The model should focus on completion, and particularly on completions of under-served and at-risk students and completions in areas of need by the state and industry. This structure should recognize differences in investment associated with meeting the evolving needs of students, the workforce, and the state.

Collaboration:

- The model should provide incentives for cross-institutional collaboration and reward the successful transition of students across institutions.

Supporting institutional mission:

- The model should respect and be responsive to the diverse set of missions represented by each public institution of higher education.

Formula structure:

- The model should maintain clarity and simplicity.

Flexibility:

- The model should be adaptable in the face of a dynamic institutional and external environment.

Stability and transition:

- The model should support short-, mid- and long-term financial stability of the public institutions of higher education, while focusing attention on outcomes and the goals of the state. The transition from the current funding formula to a future outcomes-based funding formula should allow for a managed and intentional transition process which mitigates negative impact at any one or group of institutions.

Measures

In addition to incorporating the guiding principles above, measures adopted in the outcomes-based funding model should acknowledge the following priorities:

- Differences in institutional missions are recognized and encouraged
- Completion of students' educational goals should be the most important priority of every institution
- Progression toward completion recognizes that funding must follow the student
- Affordability is encouraged through on-time completion, limiting excess credits, and efficient resource allocation.
- Collaboration is rewarded by encouraging successful transfer of students and reducing barriers to student success
- Potential unintended consequence of raising academic requirements or lowering academic quality to increase completions must be discouraged

Measures should be adopted which relate to three criteria: Effectiveness, Affordability and Efficiency. In addition, some adjustments to the model are necessary to respond to the unique missions of some institutions which cannot be captured in the outcomes metrics.

Measures should be reviewed every five years to ensure that the model continues to respond to the needs and priorities of the state. A review more frequently than five years is impractical as institutions would not have opportunity to respond in a timely fashion. However, if it is determined that the measures adopted have created unintended consequences, those measures should be reviewed immediately.

Effectiveness measures that may be considered:

Completions: The primary measure of effectiveness is whether students' complete credentials which meet their educational goals and meet workforce needs of the state. The importance of credentials at each educational level, from short-term training through graduate programs should be recognized. In addition, the unique characteristics of students should be measured to recognize the additional resource needs of institutions which serve these students. Such characteristics include race and ethnicity, family income, age, and academic preparedness.

Progression: For programs requiring more than one year to complete, progression toward a credential must be measured. As with completions, similar unique characteristics of students should be measured.

Gateway Courses: Gateway courses in math, English and reading-intensive courses in the humanities and social sciences are a first indicator of likely student success. This is particularly important for students who are underprepared for college-level course work.

Transfer Success: Many students begin their post-secondary work at a community college before transferring to a university to complete a bachelor's degree. The efficient and effective transfer of these students should be measured to encourage collaboration among institutions.

Post-Completion Success: Success of students is ultimately measured by their success after completing a credential. This can be measured by their transfer from an associate's degree program to a bachelor's degree program (included in transfer success), enrollment in a graduate program or transition into the workforce.

Other: Other measures should be considered based on changing needs, priorities and missions.

Affordability measures that may be considered:

Time to Degree: Affordability of a credential is impacted by the length of time it takes a student to earn a credential. Measures should encourage students to complete credentials on time; generally, two years for an associate's degree and four years for a bachelor's degree; or close to on time.

Credits at Completion: Similar to time to degree, measuring the affordability of a credential also includes measuring the number of credit hours a student completes toward that credential. Students whose credit hour accumulation is at or near the minimum number required for a credential pay less in tuition and fees, thus making the credential more affordable.

Other: Other measures should be considered based on changing needs, priorities and missions.

Efficiency measures that may be considered:

Core Expense Alignment: Measures should encourage resource allocations which maximize spending in areas which directly impact student success and achievement of institutional mission.

Faculty-to-Administrator Salary Ratio: Measures should encourage efficient use of administrative positions to support institutional mission.

Cost per Credential: Measures should encourage institutions to minimize the cost to deliver each credential awarded.

Other: Other measures should be considered based on changing needs, priorities and missions.

Adjustments that may be considered to account for unique institutional missions:

Research: One unique mission of some public universities that is not adequately captured in outcomes measures is research and should be included as an adjustment to appropriate institutions. Research is essential to the discovery of new knowledge,

innovation, entrepreneurism, and societal, health, and economic development advancements.

Diseconomies of Scale: Some institutions in the state serve rural areas with insufficient populations to support large enrollments. Adjustments should be included to acknowledge this unique aspect of mission.

Other: Other measures should be considered based on changing needs, priorities and missions.

Funding Recommendations

The outcomes-based funding model will become the mechanism for recommending institutional funding to the executive and legislative budget process. There will be two components to the annual recommendation; one to recommend funding for formula funded institutions as a whole and a second recommendation for the allocation of funding among those institutions. To ensure stability in funding in the short run, stop loss and stop gain provisions should be included to limit fluctuations.

Funding recommendations for all formula funded institutions should include an increase or decrease over the previous year based on the following factors:

Inflation Index – The measure of changes in operating costs for institutions. This index is used to recommend funding changes for all institutions in total. Inflation should result in a recommendation of additional funding while deflation should result in a recommendation of reduced funding. Distribution of inflationary adjustments should be made based on each institution's pro rata share of total funding for the previous year.

Productivity Index – The measure of total change in outcomes for all institutions. This index is used to recommend funding changes for all institutions in total. Rising productivity should result in a recommendation of additional funding while declining productivity should result in a recommendation of reduced funding. Distribution of productivity adjustments should be made based on each institution's contribution to productivity changes in the current year. Stop loss and stop gain provisions should be considered to limit fluctuations. In the event of significant economic declines resulting in reduced funding to higher education as a whole, application of the productivity index will be temporarily suspended.

Distribution of funding recommendations should be made in consultation with the presidents and chancellors of public institutions.

Adoption of Implementing Policies

Specific policies necessary to implement this outcomes-based funding model framework shall be adopted by the Arkansas Higher Education Coordinating Board based on recommendations from Arkansas Department of Higher Education staff. Recommended policies shall be formulated in collaboration with the public college and university presidents and chancellors.

**RECOMMENDATIONS FOR EDUCATIONAL AND GENERAL OPERATIONS
STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION
2017-19 BIENNIUM**

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Background

A.C.A. §6-61-224 establishes the process and key components for formula development for funding public institutions of higher education. That language reads as follows:

> *"(a) The Arkansas Department of Higher Education, in collaboration with the state college and university presidents and chancellors, shall develop funding formulas consisting of a needs-based component and an outcome-centered component which will, in principle, seek to provide fair and equitable state support to all postsecondary students across the state, regardless of the state institution attended, while at the same time recognizing: (1) The different needs for lower level, upper level, and graduate level instruction at the various institutions; (2) The requirements for specialized equipment, labs and smaller class sizes in some disciplines; and (3) Unique missions, such as agricultural extension services, research, medical sciences, workforce development, and public service; and (4) Growth, economies of scale, and other appropriate factors.*

At its April 22, 2016 meeting, the Arkansas Higher Education Coordinating Board approved the funding models for the two-year colleges, universities, and the technical centers (former technical institutes merged with universities). These models had been developed in conjunction with presidents and chancellors after meetings and revisions. The funding models were used to develop the comparative needs of Arkansas institutions of higher education in terms of the average funding levels of schools in the SREB region.

The staff reviewed the justification requests submitted by the non-formula group and prepared preliminary funding recommendations based upon those requests. After making preliminary recommendations, the staff conducted budget meetings with all non-formula entities which had concerns with the recommendations. After the conclusion of all budget meetings, final recommendations were made in light of the appeals heard during the budget meetings.

The difference between the funding model determined needs of the entities compared to the Fiscal 2017 appropriations was $353.1 million. The funding gap (the difference between the formula determined need and the current fiscal year appropriation) is part of a phenomenon that occurs when there are enrollment

changes, flat or declining state support and tuition increases (to replace a part of the lost state support). It should be emphasized that the funding needs of the institutions are the funds needed to bring Arkansas higher education to the **average** funding level of the SREB region. The funding gap took a number of years to reach its current level and may never be completely erased.

Operating Funding Recommendations for the 2017-19 Biennium

The operating needs are based upon the tuition policies established by the Arkansas Higher Education Coordinating Board's approval of Agenda Item 14 on April 27, 2012 and the funding formulas approved by the AHECB in April 2016.

Each funding formula was developed to provide an equitable basis for the distribution of **any funding available**.

The funding models have been updated with calendar year 2015 student semester credit hours (SSCH). The input data for the funding models were the SSCH by level and discipline as reported in the Student Information System for calendar year 2015 and the new educational and general square footage as reported in the Facilities Audit Program (FAP) 2016. The updated formula driven models represent a total need for funding of higher education institutions of $975,422,417 and non-formula entities of $239,549,587 in 2017-18.

Since it is not anticipated that the models will be fully funded in the near future, funding recommendations for 2017-18 are: For the **four-year institutions**, the priority is that those institutions below 75% of the model be brought to that level for a total four-year recommendation of $126.28 million in new funds.

For the **two-year institutions**, the priority is that those institutions below 75% of the model be brought to that level for a total two-year recommendation of $7.98 million in new funds.

For the **technical centers**, the priority is that those institutions below 75% of the model be brought to that level for a total two-year recommendation of $2.63 million in new funds.

For the **non-formula entities,** the recommendation is for a 2.1% increase based on the HEPI index and a recommendation of full funding which combined would require an additional $32.07 million, of which $14.86 million would be for the University of Arkansas for Medical Sciences (UAMS).

The individual institutional recommendations for all four types of institutions (Colleges, Universities, Technical Centers, and Non-Formula Entities) were determined in the following manner: The general revenue funds were distributed based upon the need for new funds as determined by the three funding formulas and the ADHE staff determined need of the non-formula entities. The non-formula needs were based on the justifications submitted by the institutions. **The**

total recommendation for 2017-18 for Colleges, Universities, Non-Formula Entities and Technical Centers is $168.97 million in new revenue.

The principles for determining operating needs address continued levels of base funding for institutions, equity, small college adjustment, and economies of scale. Specific aspects of the operating recommendations for all institutions follow:

1. All of the general revenue increases recommended were distributed on the bases of the funding formula or staff determined need for new funding.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommendations for state funding of the educational and general operations of Arkansas public institutions of higher education in the 2017-19 biennium as included in Tables 1A, 1B, 1C, 1D and 1E.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to prepare appropriate documents for transmission to the Governor and the General Assembly of the 2017-19 operating recommendations of the Arkansas Higher Education Coordinating Board.
>
> **FURTHER RESOLVED,** That should any errors of a technical nature be found in these recommendations, the Director of the Arkansas Department of Higher Education is authorized to make appropriate corrections consistent with the policy established by the Board's action on these recommendations.

Table A. Summary of Operating Needs & Recommendations for the 2017-19 Biennium

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Institution Type	Fiscal Year 2016-17 Base 90% Current RSA Base	10% Performance Funding	Total Current RSA Base (5/4/2016)	EETF (5/11/2016)	WF2000 (5/4/2016)	Total Fiscal Year Base	FY2017-18 100% Model Calculated Need	AHECB Recommendations Total Recommendation	New Funds	% Inc	FY2018-19 AHECB Recommendations Total Recommendation	New Funds	% Inc
Colleges	127,731,761	14,192,418	141,924,179	7,719,788	22,589,450	172,233,417	214,574,766	180,217,045	7,983,628	4.6%	184,001,603	3,784,558	2.1%
Universities	363,000,266	40,333,363	403,333,629	39,300,206	0	442,633,835	748,841,595	568,917,891	126,284,056	28.5%	580,865,167	11,947,276	2.1%
Subtotal	490,732,027	54,525,781	545,257,808	47,019,994	22,589,450	614,867,252	963,416,361	749,134,937	134,267,685	21.8%	764,866,770	15,731,834	2.1%
Technical Centers			5,272,810	0	2,157,610	7,430,420	12,006,056	10,064,877	2,634,457	35.5%	10,276,239	211,362	2.1%
Grand Total			550,530,618	47,019,994	24,747,060	622,297,672	975,422,417	759,199,813	136,902,141	22.0%	775,143,009	15,943,196	2.1%

Non-Formula Entity Type	Fiscal Year 2016-17 Base Total Current RSA Base	EETF (5/11/16)	Total Fiscal Year Base	FY2017-18 AHECB Recommendations Total Recommendation	New Funds	% Inc	FY2018-19 AHECB Recommendations Total Recommendation	New Funds	% Inc
Non-Formula Entities	87,827,357	14,302,917	102,130,274	119,335,524	17,205,249	16.8%	$122,233,783	$2,898,260	16.8%
Health Care-Related UAMS	95,204,430	10,147,619	105,352,049	120,214,064	14,862,015	14.1%	$123,918,186	$3,704,122	24.9%
Grand Total	183,031,787	24,450,536	207,482,323	239,549,587	32,067,264	15.5%	$246,151,969	$6,602,382	20.6%

All Institution Types	Fiscal Year 2016-17 Base 90% Current RSA Base	10% Performance Funding	Total Current RSA Base (5/4/2016)	EETF (5/11/2016)	WF2000 (5/4/2016)	Total Fiscal Year Base	FY2017-18 AHECB Recommendation Total Recommendation	New Funds	% Inc	FY2018-19 AHECB Recommendation Total Recommendation	New Funds	% Inc
Total	490,732,027	54,525,781	733,562,405	71,470,530	24,747,060	829,779,995	998,749,400	168,969,406	20.4%	1,021,294,979	22,545,578	2.3%

NOTE: FY2016-17 Base - DFA Forecast as of 5/4/2016

Table B. 2017-19 Two-Year Colleges Recommendations

Inst	FY2016-17						FY2017-18					FY2018-19	
	90% Needs-based RSA Base	10% Outcomes-based RSA Base	Total RSA Base	EETF	WF2000	Total Base (RSA, EETF & WF2000)	Total Need	% of Need Met	Adjustment to Reach 75% of Need	Total Recommendation	% of Need Met	2.1% Continuing Level	Total Recommendation
ANC	7,719,347	857,705	8,577,052	781,029	730,954	10,089,035	10,089,035	100.0%	0	10,089,035	100.0%	211,870	10,300,904
ASUB	10,652,154	1,183,573	11,835,727	1,558,008	801,945	14,195,680	17,291,657	82.1%	0	14,195,680	82.1%	298,109	14,493,789
ASUMH	3,283,299	364,811	3,648,110	0	823,929	4,472,039	6,897,913	64.8%	701,396	5,173,435	75.0%	108,642	5,282,077
ASUMS	3,472,206	385,801	3,858,007	0	2,190,914	6,048,921	7,687,536	78.7%	0	6,048,921	78.7%	127,027	6,175,948
ASUN	5,393,064	599,229	5,992,293	0	1,417,628	7,409,921	11,857,653	62.5%	1,483,319	8,893,240	75.0%	186,758	9,079,998
BRTC	5,502,164	611,352	6,113,516	0	2,245,209	8,358,725	9,340,575	89.5%	0	8,358,725	89.5%	175,533	8,534,258
CCCUA	3,056,222	339,580	3,395,802	0	1,350,337	4,746,139	7,193,341	66.0%	648,867	5,395,006	75.0%	113,295	5,508,301
CotO	3,174,535	352,726	3,527,261	0	1,156,386	4,683,647	6,021,115	77.8%	0	4,683,647	77.8%	98,357	4,782,004
EACC	5,209,252	578,806	5,788,058	815,344	0	6,603,402	6,603,402	100.0%	0	6,603,402	100.0%	138,671	6,742,074
NAC	7,170,268	796,696	7,966,964	481,533	575,177	9,023,674	9,101,850	99.1%	0	9,023,674	99.1%	189,497	9,213,171
NPC	8,141,840	904,649	9,046,489	1,219,462	668,021	10,933,972	11,656,798	93.8%	0	10,933,972	93.8%	229,613	11,163,586
NWACC	9,557,282	1,061,920	10,619,202	1,077,690	0	11,696,892	20,455,496	57.2%	3,644,730	15,341,622	75.0%	322,174	15,663,796
OZC	2,813,828	312,648	3,126,475	0	1,271,841	4,398,316	6,339,756	69.4%	356,501	4,754,817	75.0%	99,851	4,854,668
PCCUA	8,156,779	906,309	9,063,088	794,035	529,856	10,386,979	10,386,979	100.0%	0	10,386,979	100.0%	218,127	10,605,105
PTC	13,623,693	1,513,744	15,137,437	0	2,273,772	17,411,209	22,471,909	77.5%	0	17,411,209	77.5%	365,635	17,776,844
RMCC	2,886,182	320,687	3,206,869	215,221	0	3,422,090	4,202,784	81.4%	0	3,422,090	81.4%	71,864	3,493,954
SACC	5,430,876	603,431	6,034,307	557,637	461,389	7,053,333	8,383,651	84.1%	0	7,053,333	84.1%	148,120	7,201,453
SAUT	5,134,960	570,551	5,705,511	219,829	0	5,925,340	8,661,876	68.4%	571,067	6,496,407	75.0%	136,425	6,632,832
SEAC	5,073,118	563,680	5,636,798	0	1,975,199	7,611,997	7,611,997	100.0%	0	7,611,997	100.0%	159,852	7,771,849
UACCB	3,717,955	413,106	4,131,061	0	866,760	4,997,821	6,388,006	78.2%	0	4,997,821	78.2%	104,954	5,102,775
UACCH	4,042,797	449,200	4,491,997	0	1,958,947	6,450,944	6,743,317	95.7%	0	6,450,944	95.7%	135,470	6,586,414
UACCM	4,519,940	502,216	5,022,155	0	1,291,186	6,313,341	9,188,120	68.7%	577,749	6,891,090	75.0%	144,713	7,035,803
Total	127,731,761	14,192,418	141,924,179	7,719,788	22,589,450	172,233,417	214,574,766	80.3%	7,983,628	180,217,045	84.0%	3,784,558	184,001,603

Table C. 2017-19 Four-Year Universities Recommendations

Inst	2016-17					FY2017-18					FY2018-19	
	90% Needs-based RSA Base	10% Outcomes-based RSA Base	Total RSA	EETF	Total Base (RSA & EETF)	Total Need	% of Need	Adjustment to Reach 75% of Need	Total Recommendation	% of Need	2.1% Continuing Level	Total Recommendation
ASUJ	50,740,480	5,637,831	56,378,311	6,377,540	62,755,851	114,678,309	54.7%	23,252,881	86,008,732	75.0%	1,806,183	87,814,915
ATU	26,839,746	2,982,194	29,821,940	2,189,000	32,010,940	58,456,725	54.8%	11,831,604	43,842,544	75.0%	920,693	44,763,238
HSU	16,916,592	1,879,621	18,796,213	2,264,417	21,060,630	23,300,799	90.4%	0	21,060,630	90.4%	442,273	21,502,903
SAUM	14,026,479	1,558,498	15,584,976	1,338,773	16,923,749	31,627,908	53.5%	6,797,182	23,720,931	75.0%	498,140	24,219,071
UAF	105,782,841	11,753,649	117,536,490	9,917,233	127,453,723	253,357,244	50.3%	62,564,210	190,017,933	75.0%	3,990,377	194,008,309
UAFS	18,535,154	2,059,462	20,594,615	3,318,007	23,912,623	34,961,233	68.4%	2,308,302	26,220,925	75.0%	550,639	26,771,564
UALR	51,000,535	5,666,726	56,667,261	5,750,502	62,417,763	90,231,974	69.2%	5,256,218	67,673,981	75.0%	1,421,154	69,095,134
UAM	11,761,041	1,306,782	13,067,823	1,155,403	14,223,227	18,672,216	76.2%	0	14,223,227	76.2%	298,688	14,521,915
UAPB	19,594,164	2,177,129	21,771,294	2,005,756	23,777,049	27,059,267	87.9%	0	23,777,049	87.9%	499,318	24,276,367
UCA	47,803,235	5,311,471	53,114,705	4,983,575	58,098,280	96,495,920	60.2%	14,273,660	72,371,940	75.0%	1,519,811	73,891,751
Total	363,000,266	40,333,363	403,333,629	39,300,206	442,633,835	748,841,595	59.1%	126,284,056	568,917,891	76.0%	11,947,276	580,865,167

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Table D. 2017-19 Technical Centers Recommendations

Institution	FY2016-17			FY2017-18					FY2018-19	
	RSA	Workforce 2000	Total Base	Total Need	% of Need Met	Adjustment to 75% of Need	Total Recommendation	% of Need	2.1% Continuing Level	Total Recommendation
ATU-Ozark	2,394,591	794,490	3,189,081	7,764,717	41.1%	2,634,457	5,823,538	75.0%	122,294	5,945,832
UAM-Crossett	1,154,300	657,024	1,811,324	1,811,324	100.0%	0	1,811,324	100.0%	38,038	1,849,362
UAM-McGehee	1,723,919	706,096	2,430,015	2,430,015	100.0%	0	2,430,015	100.0%	51,030	2,481,045
Total	5,272,810	2,157,610	7,430,420	12,006,056	61.9%	2,634,457	10,064,877	83.8%	211,362	10,276,239

Table E. 2017-19 Non-Formula Entities Recommendations

Institution/Entity	FY2016-17 Base RSA	EETF	Total Base	FY2017-18 AHECB 2.1% Continuing Level	Base Operations & Program Enhancements	Total New Funds	Total Recommendation	FY2018-19 AHECB 2.1% Continuing Level	Base Operations & Program Enhancements	Total New Funds	Total Recommendation
ADTEC	1,500,000	0	1,500,000	31,500	0	31,500	1,531,500	32,162	0	32,162	1,563,662
AREON	0	0	0	0	1,200,000	1,200,000	1,200,000	0	0	0	1,200,000
ASU-System Office	2,362,680	152,757	2,515,437	49,616	0	49,616	2,565,053	50,658	0	50,658	2,615,712
ASU-Heritage	350,000	0	350,000	7,350	2,079,580	2,086,930	2,436,930	7,504	43,671	51,175	2,488,105
HSU-CEC	79,798	0	79,798	1,676	0	1,676	81,474	1,711	0	1,711	83,185
NWACC-CPTC	0	0	0	0	120,800	120,800	120,800	0	2,537	2,537	123,337
SACC-Arboretum	0	0	0	0	75,000	75,000	75,000	0	0	0	75,000
SAUT-ETA	368,404	36,735	405,139	7,736	100,000	107,736	512,876	7,899	0	7,899	520,775
SAUT-FTA	1,651,221	92,976	1,744,197	34,676	685,156	719,832	2,464,029	35,404	374,351	409,754	2,873,783
UA-SYS	3,417,950	285,199	3,703,149	71,777	260,647	332,424	4,035,573	73,284	5,473	78,757	4,114,330
UA-AS	2,327,380	140,980	2,468,360	48,875	82,706	131,581	2,599,941	49,901	1,654	51,556	2,651,496
UA-DivAgri	62,800,138	5,861,216	68,661,354	1,318,803	2,500,000	3,818,803	72,480,157	1,346,498	500,000	1,846,498	74,326,655
UA-ASMSA	1,113,015	7,733,055	8,846,070	23,373	565,840	589,213	9,435,283	23,864	0	23,864	9,459,147
UA-CS	2,295,575	0	2,295,575	48,207	105,000	153,207	2,448,782	49,219	2,205	51,424	2,500,206
UA-CJI	1,825,769	0	1,825,769	38,341	988,380	1,026,721	2,852,490	39,146	20,755	59,901	2,912,391
UAF-ARTP	0	0	0	0	250,000	250,000	250,000	0	0	0	250,000
UAF-Autism	0	0	0	0	2,500,000	2,500,000	2,500,000	0	0	0	2,500,000
UAF-GWG	0	0	0	0	1,200,000	1,200,000	1,200,000	0	0	0	1,200,000
UAF-Pryor Center	0	0	0	0	173,087	173,087	173,087	0	0	0	173,087
UAF-WTC AR	0	0	0	0	250,000	250,000	250,000	0	2,588	2,588	252,588
UALR-RAPS	4,087,836	0	4,087,836	85,845	1,689,000	1,774,845	5,862,681	87,647	50,670	138,317	6,000,998
UAPB-Nonformula*	3,647,591	0	3,647,591	612,278	0	612,278	4,259,869	89,457	0	89,457	4,349,326
Total	**87,827,357**	**14,302,917**	**102,130,274**	**2,380,053**	**14,825,196**	**17,205,249**	**119,335,524**	**1,894,356**	**1,003,904**	**2,898,260**	**122,233,783**

*Increase for RSA is greater than 2.1% for federal matching purposes.

Health-Related Non-Formula Entity - UAMS

Institution/Entity	FY2016-17 Base RSA	EETF	Total Base	FY2017-18 AHECB 2.1% Continuing Level	Base Operations & Program Enhancements	Total New Funds	Total Recommendation	FY2018-19 AHECB 2.1% Continuing Level	Base Operations & Program Enhancements	Total New Funds	Total Recommendation
UAMS	86,456,661	9,901,237	96,357,898	1,815,590	12,862,722	14,678,312	111,036,210	1,853,717	1,662,844	3,516,561	114,552,772
UAMS-ABUSE/RAPE/DV	735,000		735,000	15,435	0	15,435	750,435	15,759	0	15,759	766,194
UAMS-Child Safety	720,588		720,588	15,132	0	15,132	735,720	15,450	0	15,450	751,170
UAMS-Ped/Pysch/Res.	1,950,000		1,950,000	40,950	0	40,950	1,990,950	41,810	0	41,810	2,032,760
UAMS-IC	5,342,181	246,381	5,588,562	112,186	0	112,186	5,700,748	114,542	0	114,542	5,815,290
Total	**95,204,430**	**10,147,619**	**105,352,049**	**1,999,293**	**12,862,722**	**14,862,015**	**120,214,064**	**2,041,278**	**1,662,844**	**3,704,122**	**123,918,186**

**PERSONAL SERVICES RECOMMENDATIONS FOR
NON-CLASSIFIED PERSONNEL
2017-19 BIENNIUM**
_____

A.C.A. §6-61-209 requires the Arkansas Higher Education Coordinating Board to present a consolidated budget request from the state-supported colleges and universities to the General Assembly and the Governor prior to each regular session of the General Assembly. As part of this process, the quantity of positions, titles, and line-item maximum salaries for all non-classified administrative, academic, and auxiliary positions at each Arkansas public institution of higher education have been reviewed, and changes are recommended.

These recommendations, to be effective July 1, 2017, recognize the varying structures and sizes of institutions, while maintaining reasonable consistency among similar positions at institutions. The primary objective of the ADHE staff was to maintain relative uniformity in titles and line-item maximums for similar positions in comparable institutions, while recognizing the varying missions and structures of institutions, priorities of the new biennium, and FTE enrollment growth.

While additional positions and titles were recommended when institutions demonstrated a compelling need, ADHE staff attempted to keep the net growth at a minimum due to concerns over budget shortfalls and the expansion of state services. Salary recommendations for new positions were based on salaries for similar positions previously established at comparable Arkansas institutions.

Institutions of higher education, apart from UAMS, have 19,941 non-classified positions currently authorized. For the 2017-19 biennium, institutions requested an increase of 355 non-classified positions and the deletion of 176 non-classified positions, for a net new request of 179 positions. ADHE staff recommends a net increase of 166 non-classified positions, for a total recommendation of 20,107 positions (a 0.8 percent increase). UAMS currently has 8,801 authorized non-classified positions and had no net new position request. ADHE staff recommends their request for a total of 8,801 non-classified positions.

Institutions' state funding is not based on the number of approved positions. Additional positions do not generate a need for new funding. If institutional growth necessitates additional positions during the year, positions may be requested from the appropriate pool.

Summaries of authorized, requested, and recommended positions for two-year and four-year institutions are shown in Table 7-A and Table 7-B. Recommended

maximum salaries for selected key administrative and academic positions are shown in Table 7-C and Table 7-D.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution.

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the recommended number of positions, titles, and maximum salaries for non-classified positions in academic, administrative, and auxiliary positions for the 2017-19 biennium as recommended by staff.
>
> **FURTHER RESOLVED,** That the Director of the Arkansas Department of Higher Education is authorized to make technical corrections consistent with Coordinating Board action.
>
> **FURTHER RESOLVED,** That the Coordinating Board requests the Director to transmit the Personal Services recommendations to the Governor and the General Assembly for consideration for the 2017-19 biennium.

TABLE 7-A 2017-19 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-CLASSIFIED POSITIONS FOR UNIVERSITIES

Institution	AY 2015 FTE	Authorized 2016-17 Positions* Admin	Academic	Auxiliary	Total	Filled 2015-16 Positions* Admin	Academic	Auxiliary	Total	Deleted Positions Admin	Academic	Auxiliary	Total	Requested Added Positions* Admin	Academic	Auxiliary	Total	Recommended Added Positions Admin	Academic	Auxiliary	Total	Total Positions Admin	Academic	Auxiliary	Total	Percent Increase Admin	Academic	Auxiliary	Total
Four-Year Institutions: Sorted by SREB Grouping																													
ASUJ	12,020	251	1,149	71	1,471	233	1,050	61	1,344	11	10	1	22	11	10	5	26	9	10	3	22	249	1,149	73	1,471	-0.8%	0.0%	2.8%	0.0%
ASU-SYS		21	0	0	21	20	0	0	20	0	0	0	0	0	0	0	0	0	0	0	0	21	0	0	21	0.0%	0.0%	0.0%	0.0%
ASU-ABI		15	30	0	45	7	13	0	20	3	10	0	13	0	0	0	0	0	0	0	0	12	20	0	32	-20.0%	-33.3%	0.0%	-28.9%
ATU	8,420	210	766	44	1,020	161	633	30	824	12	10	3	25	20	5	1	26	20	5	1	26	218	761	42	1,021	3.8%	-0.7%	-4.5%	0.1%
ATU-Ozark		31	150	1	182	17	115	1	133	5	0	0	5	1	3	0	4	1	3	0	4	27	153	1	181	-12.9%	2.0%	0.0%	-0.5%
HSU	3,293	90	346	29	465	77	333	26	436	2	0	0	2	2	0	0	2	2	0	0	2	90	346	29	465	0.0%	0.0%	0.0%	0.0%
SAUM	3,218	66	249	13	328	66	249	13	328	0	0	0	0	0	25	0	25	0	25	0	25	66	274	13	353	0.0%	10.0%	0.0%	7.6%
UAF	24,201	739	2,430	293	3,462	617	2,044	242	2,903	14	2	1	17	90	26	20	136	88	26	20	134	813	2,454	312	3,579	10.0%	1.0%	6.5%	3.4%
UA-GWG		14	0	0	14	14	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	14	0.0%		0.0%	0.0%
UAFS	5,609	155	683	34	872	125	468	24	617	0	0	0	0	0	0	0	0	0	0	0	0	155	683	34	872	0.0%	0.0%	0.0%	0.0%
UALR	8,737	317	1,373	48	1,738	280	1,275	43	1,598	13	18	0	31	27	0	0	27	25	0	0	25	329	1,355	48	1,732	3.8%	-1.3%	0.0%	-0.3%
UAM	2,505	52	265	23	340	46	225	22	293	0	0	0	0	7	0	0	7	6	0	0	6	58	265	23	346	11.5%	0.0%	0.0%	1.8%
UAMCT-C		5	43	0	48	4	33	0	37	0	0	0	0	1	6	0	7	1	6	0	7	6	49	0	55	20.0%	14.0%	0.0%	14.6%
UAMCT-M		6	44	0	50	6	24	0	30	0	0	0	0	0	0	0	0	0	0	0	0	6	44	0	50	0.0%	0.0%		0.0%
UAM-AHEOTA-W		1	4	0	5	0	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	1	4	0	5	0.0%	0.0%		0.0%
UAPB	2,340	82	261	39	382	63	191	32	286	0	0	0	0	12	0	0	12	10	0	0	10	92	261	39	392	12.2%	0.0%	0.0%	2.6%
UAPB-AES & EP		4	149	0	153	2	104	0	106	0	0	0	0	0	0	0	0	0	0	0	0	4	149	0	153	0.0%	0.0%		0.0%
UA SYSTEM	N/A	76	0	0	76	57	0	0	57	8	0	0	8	8	0	0	8	8	0	0	8	76	0	0	76	0.0%		0.0%	0.0%
UA-AAS		3	62	0	65	3	29	0	32	0	0	0	0	0	0	0	0	0	0	0	0	3	62	0	65	0.0%	0.0%		0.0%
UA-AES		84	586	0	670	69	416	0	485	0	2	0	2	0	2	0	2	0	2	0	2	84	586	0	670	0.0%	0.0%		0.0%
UA-AREON		11	0	0	11	6	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	11	0	0	11	0.0%		0.0%	0.0%
UA-ASMSA		74	55	0	129	42	37	0	79	3	1	0	4	4	0	0	4	4	0	0	4	75	54	0	129	1.4%	-1.8%	0.0%	0.0%
UA-CES		357	218	0	575	257	157	0	414	0	0	0	0	0	0	0	0	0	0	0	0	357	218	0	575	0.0%	0.0%		0.0%
UA-CJI		33	0	0	33	23	0	0	23	0	0	0	0	0	0	0	0	0	0	0	0	33	0	0	33	0.0%		0.0%	0.0%
UA-CS		10	21	0	31	8	12	0	20	0	0	0	0	0	0	0	0	0	0	0	0	10	21	0	31	0.0%	0.0%		0.0%
UCA	10,534	232	1,168	83	1,483	213	839	75	1,127	0	26	0	26	20	5	1	26	17	5	1	23	249	1,147	84	1,480	7.3%	-1.8%	1.2%	-0.2%
Total without UAMS		2,939	10,052	678	13,669	2,416	8,250	569	11,235	71	79	5	155	203	82	27	312	191	82	25	298	3,059	10,055	698	13,812	4.1%	0.0%	2.9%	1.0%
UAMS		1,801	2,494	4,506	8,801	1,547	1,943	4,358	7,848	76	191	0	267	167	100	0	267	167	100	0	267	1,892	2,403	4,506	8,801	5.1%	-3.6%	0.0%	0.0%
Total with UAMS		4,740	12,546	5,184	22,470	3,963	10,193	4,927	19,083	147	270	5	422	370	182	27	579	358	182	25	565	4,951	12,458	5,204	22,613	4.5%	-0.7%	0.4%	0.6%
Total 2-yr & 4-yr without UAMS		3,779	15,476	686	19,941	3,136	11,845	575	15,556	76	95	5	176	228	100	27	355	217	100	25	342	3,920	15,481	706	20,107	3.7%	0.0%	2.9%	0.8%

*Moves are considered to be authorized, filled, and requested in the category to which they were moved.

TABLE 7-B 2017-19 PERSONAL SERVICES SUMMARY FOR INSTITUTIONS OF HIGHER EDUCATION
NON-CLASSIFIED POSITIONS FOR COLLEGES

Institution	AY 2015 FTE	Authorized 2016-17 Positions*				Filled 2015-16 Positions*				Deleted Positions				Requested Added Positions*				Recommended Added Positions				Total Positions				Percent Increase			
		Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total	Admin	Academic	Auxiliary	Total
Two-Year Institutions: Sorted by Institution																													
ANC	915	33	199	1	233	31	82	1	114	0	0	0	0	0	0	0	0	0	0	0	0	33	199	1	233	0.0%	0.0%	0.0%	0.0%
ASUB	3,029	67	345	1	413	54	249	1	304	0	0	0	0	0	0	0	0	0	0	0	0	67	345	1	413	0.0%	0.0%	0.0%	0.0%
ASUMH	1,090	23	110	0	133	20	92	0	112	0	0	0	0	0	10	0	10	0	10	0	10	23	120	0	143	0.0%	9.1%	0.0%	7.5%
ASUMS	1,070	47	199	1	247	31	147	0	178	0	0	0	0	0	0	0	0	0	0	0	0	47	199	1	247	0.0%	0.0%	0.0%	0.0%
ASUN	1,717	33	201	0	234	32	200	0	232	0	0	0	0	6	0	0	6	6	0	0	6	39	201	0	240	18.2%	0.0%	0.0%	2.6%
BRTC	1,480	33	195	0	228	28	132	0	160	0	3	0	3	3	0	0	3	3	0	0	3	36	192	0	228	9.1%	-1.5%	0.0%	0.0%
CCCUA	961	25	158	0	183	24	157	0	181	0	0	0	0	0	0	0	0	0	0	0	0	25	158	0	183	0.0%	0.0%	0.0%	0.0%
COTO	917	19	156	0	175	15	111	0	126	0	0	0	0	0	0	0	0	0	0	0	0	19	156	0	175	0.0%	0.0%	0.0%	0.0%
EACC	795	31	199	0	230	25	153	0	178	0	0	0	0	0	0	0	0	0	0	0	0	31	199	0	230	0.0%	0.0%	0.0%	0.0%
NAC	1,429	29	292	0	321	24	134	0	158	0	0	0	0	0	0	0	0	0	0	0	0	29	292	0	321	0.0%	0.0%	0.0%	0.0%
NPC	1,917	43	245	1	289	33	191	1	225	5	9	0	14	9	4	0	13	10	4	0	14	48	240	1	289	11.6%	-2.0%	0.0%	0.0%
NWACC	5,133	99	751	0	850	85	460	0	545	0	4	0	4	7	4	0	11	7	4	0	11	106	751	0	857	7.1%	0.0%	0.0%	0.8%
OZC	933	22	150	0	172	20	95	0	115	0	0	0	0	0	0	0	0	0	0	0	0	22	150	0	172	0.0%	0.0%	0.0%	0.0%
PCCUA	986	26	194	0	220	25	194	0	219	0	0	0	0	0	0	0	0	0	0	0	0	26	194	0	220	0.0%	0.0%	0.0%	0.0%
PTC	6,292	109	743	0	852	94	413	0	507	0	0	0	0	0	0	0	0	0	0	0	0	109	743	0	852	0.0%	0.0%	0.0%	0.0%
RMCC	565	20	91	1	112	16	84	1	101	0	0	0	0	0	0	0	0	0	0	0	0	20	91	1	112	0.0%	0.0%	0.0%	0.0%
SACC	1,181	40	211	2	253	32	125	2	159	0	0	0	0	0	0	0	0	0	0	0	0	40	211	2	253	0.0%	0.0%	0.0%	0.0%
SAUT	1,220	29	135	0	164	25	74	0	99	0	0	0	0	0	0	0	0	0	0	0	0	29	135	0	164	0.0%	0.0%	0.0%	0.0%
SAUT-FTA		2	50	0	52	2	36	0	38	0	0	0	0	0	0	0	0	0	0	0	0	2	50	0	52	0.0%	0.0%	0.0%	0.0%
SAUT-ECC		2	20	0	22	2	16	0	18	0	0	0	0	0	0	0	0	0	0	0	0	2	20	0	22	0.0%	0.0%	0.0%	0.0%
SEAC	1,049	21	279	0	300	16	119	0	135	0	0	0	0	0	0	0	0	0	0	0	0	21	279	0	300	0.0%	0.0%	0.0%	0.0%
UACCB	944	27	195	0	222	27	142	0	169	0	0	0	0	0	0	0	0	0	0	0	0	27	195	0	222	0.0%	0.0%	0.0%	0.0%
UACCH	916	24	126	1	151	23	95	0	118	0	0	0	0	0	0	0	0	0	0	0	0	24	126	1	151	0.0%	0.0%	0.0%	0.0%
UACCM	1,531	36	180	0	216	36	94	0	130	0	0	0	0	0	0	0	0	0	0	0	0	36	180	0	216	0.0%	0.0%	0.0%	0.0%
Grand Total		840	5,424	8	6,272	720	3,595	6	4,321	5	16	0	21	25	18	0	43	26	18	0	44	861	5,426	8	6,295	2.5%	0.0%	0.0%	0.4%

*Moves are considered to be authorized in the category they are moved to.

TABLE 7-C
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR FOUR-YEAR INSTITUTIONS: FY 2017-18

INSTITUTION	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DEAN	DEPT CHAIR	9-MONTH			
							PROFESSOR	ASSOC PROFESSOR	ASSIST PROFESSOR	INSTRUCTOR
UAF**	325,000	227,494	203,932	182,569	195,964	249,418	187,064	146,619	142,127	94,479
UALR	300,000	208,264	174,726	151,222	166,765	156,143	150,834	132,244	110,701	86,378
ASUJ	275,000	208,264	174,726	172,072	166,765	156,143	150,834	132,244	110,701	86,378
ATU	275,000	208,265	174,726	172,072	166,766	156,143	150,834	132,244	110,701	86,378
UCA	275,000	208,265	174,726	172,072	166,765	156,143	150,834	132,244	110,701	86,378
HSU	250,000	167,426	167,426	164,882	159,792	149,614	144,526	126,705	106,077	82,762
SAUM	250,000	156,141	150,726	146,200	134,899	124,209	116,106	102,590	94,484	78,270
UAM	225,000	156,141	150,726	146,200	134,899	124,209	116,106	102,590	94,484	78,270
UAPB	225,908	156,141	150,726	146,200	134,899	124,209	116,106	102,590	94,484	78,270
UAFS	225,000	180,034	167,426	164,882	134,899	149,614	144,526	126,705	106,076	82,762
UAMS*	375,000	361,990	305,927	N/A	299,302	436,020	188,888	278,850	263,640	209,000
ASU/SYS	338,075	196,489	211,897	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UA/SYS	436,482	227,493	215,000	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*UAMS faculty salaries are for 12-month positions.
**UAF Chief Student Officer is listed as a Vice Provost

TABLE 7-D
MAXIMUM LINE ITEM COMPARISONS FOR SELECTED
KEY POSITIONS - AHECB RECOMMENDATIONS
FOR TWO-YEAR INSTITUTIONS: FY 2017-18

INST	CHIEF EXECUTIVE OFFICER	CHIEF ACADEMIC OFFICER	CHIEF FISCAL OFFICER	CHIEF STUDENT OFFICER	DIVISION CHAIR	FACULTY	9-MONTH PROFESSOR	ASSOC PROFESSOR	ASSIST PROFESSOR	INSTRUCTOR
ANC	161,444	129,580	121,513	121,513	113,403	86,379				
ASUB	161,444	129,580	121,513	121,513	113,403		92,685	87,385	77,321	67,366
ASUMH	161,444	129,580	121,513	121,513	113,402	86,379				
ASUMS	161,444	129,580	121,513	121,513	113,403	86,379				
ASUN	161,444	129,580	121,513	121,513	113,403		92,685	87,385	77,321	67,366
BRTC	161,444	129,580	121,513	121,513	113,403	86,379				
CCCUA	161,444	129,580	121,513	121,513	113,403	86,379				
COTO	161,444	129,580	121,513	121,513	113,403	86,379				
EACC	161,444	129,580	121,513	121,513	113,403	86,379				
NAC	161,444	129,580	121,513	121,513	113,403	86,379				
NPC	161,444	129,580	121,513	121,513	113,403	86,379				
NWACC	161,444	129,580	121,513	121,513	113,403	86,379				
OZC	161,444	129,580	121,513	121,513	113,403	86,379				
PCCUA	161,444	129,580	145,523	121,513	113,403	86,379				
PTC	161,444	129,580	121,513	121,513	113,403	86,379				
RMCC	161,444	129,580	121,513	121,513	113,403	86,379				
SACC	161,444	129,580	129,580	121,513	113,403	86,379				
SAUT	161,444	129,580	121,513	121,513	113,403	86,379				
SEARK	161,444	129,580	121,513	121,513	113,403	86,379				
UACCB	161,444	129,580	121,513	121,513	113,403	86,379				
UACCH	161,444	129,580	129,580	121,513	N/A	86,379				
UACCM	161,444	129,580	121,513	121,513	113,403	86,379				

**RECOMMENDATIONS FOR STATE FUNDING OF CAPITAL PROJECTS
2017-19 BIENNIUM**

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Capital Priorities

Capital priorities for General Improvement Fund projects in 2017-19 remain the same as those established in past biennia by the Arkansas Higher Education Coordinating Board (AHECB). Those priorities are as follows:

- Technology infrastructure improvements including: installations or upgrades of local area networks (LANS), campus infrastructure to support increased bandwidth, and instructional technology equipment for classrooms and laboratories, as well as distance learning delivery systems.
- Critical maintenance projects where critical needs are defined as those which must be addressed before the end of 2019 and which, if neglected, could result in substantial damage to the structural integrity of the building, or are related to the imminent failure of building systems such as HVAC, electrical and plumbing. In addition, critical maintenance projects include those associated with ADA compliance and/or safety needs.
- Improvements in research, instructional and clinical equipment as well as library holdings and technology.
- Renovation of existing facilities to address changing program needs.
- New construction of facilities when renovation of an existing building to meet the need is either not cost effective or is not an option, e.g., new space to address enrollment growth.

In light of these priorities, institutions have responded with capital needs for the 2017-19 biennium. ADHE staff have evaluated the requests and have recommended capital projects that meet the strategic needs of higher education through 2019.

Capital 2017-19 Recommendations

Arkansas higher education now has a current replacement value for its educational and general (E&G) space of approximately $5.6 billion. When this information is coupled with the fact that approximately 50 percent of the useful life of campus facilities statewide has been expended, it is not surprising that the capital request for higher education is significant.

Construction, Renovation and Technology Infrastructure Projects

Institutions requested approximately $1.14 billion in capital construction/renovation and technology infrastructure projects. Recommendations were made on the basis of the following criteria and institutions' demonstrating a compelling need for the projects.

- Institutional need for additional E&G square footage
- Condition of facilities (facilities condition index factor, critical maintenance needs)
- Age of facilities
- Debt service (capacity and utilization)
- Enrollment
- SREB category of the institution

Of the $150.9 million recommended, $76 million (50.3 percent) is for four-year institutions; $55 million (36.4 percent) for two-year institutions; $17.39 million (11.5 percent) for non-formula entities; and $2.57 million (1.7 percent) for technical institutes.

Four-year institutions represent 53.5 percent of total higher education facilities assets, while the two-year institutions and non-formula entities have 24.0 percent and 21.8 percent of the total assets, respectively. Technical institutes represent approximately 0.8 percent of the total assets. A narrative description of each recommended construction/renovation and technology infrastructure project follows in Table 8-B.

Critical Maintenance

Educational and General Critical Maintenance needs for all institutions total over $211 million. Critical needs are defined as those which must be addressed before the end of 2019 and which, if neglected, could result in substantial damage to the structural integrity of the building, or are related to the imminent failure of building systems such as HVAC, electrical and plumbing. The four-year institutions have a critical maintenance need of $164.98 million (77.9 percent); the two-year critical maintenance need is $24.3 million (11.4 percent); and the non-formula and technical institute critical maintenance needs are $21.2 million (10.0 percent) and $1.4 million (0.7 percent), respectively.

Recommendations are based on ten percent of the institution's total critical maintenance need. The total critical maintenance need and recommendation for each institution can be found on Table 8-A.

Staff recommends approximately $21.2 million for critical maintenance needs.

Deferred Maintenance

Educational and General Maintenance needs for all institutions total over $2.7 billion. The four-year institutions have a maintenance need of $1.68 billion (60.4 percent); the two-year maintenance need is $457.6 million (16.4 percent); and the non-formula and technical institute maintenance needs are $625.5 million (22.4 percent) and $21.8 million (0.8 percent), respectively.

Recommendations are based on two percent of the institution's total deferred maintenance need. The total deferred maintenance need and recommendation for each institution can be found on Table 8-A.

Staff recommends approximately $55.8 million for deferred maintenance needs.

Equipment and Library

Staff recommends approximately $22.1 million for equipment and library needs. This recommendation is based on $150/weighted FTE for the four-year, two-year and technical institutions.

Summary

The capital recommendation is significant given the projected revenues to support the projects; however, these recommendations reflect the continuing need to maintain the state's investment in higher education facilities and keep pace with the technological advances that are necessary for cutting edge academic programs. Project categories and recommendations are summarized as follows:

Project Category	Recommendations
Renovation, Construction and Technology Infrastructure	$150,964,258
Critical Maintenance	21,160,000
Deferred Maintenance	55,840,000
Equipment and Library	22,086,768
GRAND TOTAL	$250,051,026

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution:

> **RESOLVED,** That the Arkansas Higher Education Coordinating Board adopts the staff recommendations for state funding of capital projects totaling $250.05 million as identified in the accompanying agenda materials.

FURTHER RESOLVED, That the Director is authorized to transmit to the Governor and the General Assembly the Board's recommendation for state funding.

FURTHER RESOLVED, That the Director is authorized to make such technical adjustments to these recommendations as may be required.

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
ASUJ Projects:				
New College of Engineering Building	New Construction	$15,161,925	4,000,000	4,000,000
College of Ed/Com Restrooms Renovation	Renovation/ADA	$908,500	908,500	908,500
Library HVAC System Modernization	Renovation	$2,351,090	2,000,000	2,000,000
Lab Sciences Lab & HVAC System Modernization	Renovation	$5,485,133	1,291,500	1,291,500
College of Math HVAC Modernization	Renovation	$747,263		
College of Fine Arts Studio Addition / Annex Removal	New Construction / ADA	$6,654,963		
Project Total		31,308,873	8,200,000	8,200,000
Critical Maintenance		18,353,149	1,840,000	1,840,000
Deferred Maintenance		246,840,637	4,940,000	4,940,000
Replacement Equipment & Library			2,342,774	2,342,774
Total		**296,502,658**	**17,322,774**	**17,322,774**
ATU Projects:				
Technology	Infrastructure Improvements	5,832,533	5,832,533	5,832,533
Academic Classroom Building	New Construction	29,057,675	2,367,467	2,367,467
Hull Building	Renovation	5,281,787		
Project Total		40,171,995	8,200,000	8,200,000
Critical Maintenance		2,984,742	300,000	300,000
Deferred Maintenance		122,897,259	2,460,000	2,460,000
Replacement Equipment & Library			1,361,321	1,361,321
Total		**166,053,995**	**12,321,321**	**12,321,321**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
HSU				
Projects:				
HPER Building	New Construction	18,000,000	3,000,000	3,000,000
Russell Fine Arts Building	Renovation/Remodeling	6,000,000	3,000,000	3,000,000
School of Business Building	Renovation/Remodeling	14,139,400	1,200,000	1,200,000
Land Acquisition	Construction: Other	600,000		
Project Total		38,739,400	7,200,000	7,200,000
Critical Maintenance		8,027,364	800,000	800,000
Deferred Maintenance		91,198,570	1,820,000	1,820,000
Replacement Equipment & Library			541,895	541,895
Total		**137,965,334**	**10,361,895**	**10,361,895**
SAUM				
Projects:				
Educational Building	New Construction	1,350,000	1,350,000	1,350,000
Technology Upgrades	Technology Infrastructure	3,465,750	3,465,750	3,465,750
STEM Training Center	Renovation	3,889,902	2,384,250	2,384,250
Livestock Feed Barn	New Construction	80,000		
Bridge to Pump Station	New Construction	75,000		
Project Total		8,860,652	7,200,000	7,200,000
Critical Maintenance		4,219,081	420,000	420,000
Deferred Maintenance		88,897,799	1,780,000	1,780,000
Replacement Equipment & Library			618,586	618,586
Total		**101,977,532**	**10,018,586**	**10,018,586**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
UAF				
Projects:				
Center for Learning and Student Support	New Construction	11,536,746	5,000,000	5,000,000
Research Laboratory and Office Building	New Construction	45,433,550	3,000,000	3,000,000
Fine Arts Center	Restoration / Renovation	32,415,426	1,200,000	1,200,000
Business Building	Renovation	21,501,000		
Human Environmental Sciences Building	Restoration / Renovation	10,577,800		
John A. White Jr. Engineering Hall	Restoration / Addition	20,980,300		
Memorial Hall	Restoration / Renovation	19,030,935		
Mullins Library / Stacks	Restoration / Renovation	16,475,500		
Agriculture Building	Restoration / Renovation	20,000,400		
General Access Classroom and Office Building	New Construction	37,000,000		
Research Center at ARTP	New Construction	30,334,000		
Nanoscale Mat, Sci and Eng - North and South Wings	New Construction	57,785,000		
West Avenue Annex	Restoration / Renovation	6,288,229		
Kimple Hall / Office Tower	Renovation	9,393,000		
Project Total		338,751,886	9,200,000	9,200,000
Critical Maintenance		33,940,925	3,390,000	3,390,000
Deferred Maintenance		454,268,430	9,090,000	9,090,000
Replacement Equipment & Library			4,555,200	4,555,200
Total		**826,961,241**	**26,235,200**	**26,235,200**
UAFS				
Projects:				
Math-Science Building Upgrade and Lab Modernization	Renovation	14,500,000	3,000,000	3,000,000
Math-Science Building Expansion	New Construction	18,000,000	2,000,000	2,000,000
College of Business Building	New Construction	15,000,000	1,700,000	1,700,000
Project Total		47,500,000	6,700,000	6,700,000
Critical Maintenance		2,916,322	290,000	290,000
Deferred Maintenance		73,041,151	1,460,000	1,460,000
Replacement Equipment & Library			829,488	829,488
Total		**123,457,472**	**9,279,488**	**9,279,488**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
UALR				
Projects:				
Technology Infrastructure Improvements	Technology Infrastructure	9,802,121	4,000,000	4,000,000
Nanotechnology Center (CINS)	New Construction	4,118,514	3,000,000	3,000,000
Bldg. Infrastructure / Critical Maint.	Critical Maintenance	26,417,723	1,700,000	1,700,000
Ross Hall Renovations	Renovation	11,776,591		
Innovation Center	New Construction	9,891,889		
Science Classroom / Laboratory	New Construction	23,931,101		
Classroom Technology Improvements	Tech. Infrastructure	2,337,446		
Communication Classroom / Lab	New Construction	21,111,504		
Library Learning Commons	Renovation	5,596,881		
IT Services	Renovation	2,882,453		
Project Total		117,866,222	8,700,000	8,700,000
Critical Maintenance		66,237,148	6,620,000	6,620,000
Deferred Maintenance		264,884,133	5,300,000	5,300,000
Replacement Equipment & Library			1,802,560	1,802,560
Total		448,987,503	22,422,560	22,422,560
UAM				
Projects:				
Construction of New Math and Science Center	New Construction	20,000,000	3,500,000	3,500,000
Renovation of Old Student Union	Renovation	2,000,000	2,000,000	2,000,000
Renovation of Library and Technology Center	Renovation	325,000	325,000	325,000
Renovation of Fine Arts Center	Renovation	500,000	375,000	375,000
Renovation of Music Building	Renovation	750,000		
Project Total		23,575,000	6,200,000	6,200,000
Critical Maintenance		13,425,605	1,340,000	1,340,000
Deferred Maintenance		85,619,525	1,710,000	1,710,000
Replacement Equipment & Library			387,969	387,969
Total		122,620,129	9,637,969	9,637,969

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
UAPB				
Projects:				
Campus Renovations & Repair	Renovation	12,359,000	3,000,000	3,000,000
Nanotechnology/Biotechnology Center	New Construction	15,576,800	2,000,000	2,000,000
Life Sciences	New Construction	10,940,900	1,200,000	1,200,000
Biomedical/Health Science Facility	New Construction	17,403,000		
Technology Infrastructure Upgrades	Technology	550,000		
Library Expansion	New Construction/Renovation	14,500,000		
Campus Safety and Security	New Construction	3,527,000		
Project Total		74,856,700	6,200,000	6,200,000
Critical Maintenance		1,510,729	150,000	150,000
Deferred Maintenance		75,181,873	1,500,000	1,500,000
Replacement Equipment & Library			387,294	387,294
Total		**151,549,302**	**8,237,294**	**8,237,294**
UCA				
Projects:				
Lewis Science Center Replacement	Renovation	14,000,000	4,000,000	4,000,000
Institute for Wellness & Restorative Health	New Construction	43,000,000	2,100,000	2,100,000
Fine Arts Building	New Construction	38,450,000	2,100,000	2,100,000
Fiber Replacement & Internet Backbone Augmentation	Technology	2,500,000		
Old Main	Renovation	18,635,000		
Project Total		116,585,000	8,200,000	8,200,000
Critical Maintenance		13,365,000	1,340,000	1,340,000
Deferred Maintenance		182,678,520	3,650,000	3,650,000
Replacement Equipment & Library			2,041,509	2,041,509
Total		**312,628,520**	**15,231,509**	**15,231,509**
Subtotal Four Year				
Projects		$ 838,215,728	$ 76,000,000	$ 76,000,000
Critical Maintenance		$ 164,980,063	$ 16,490,000	$ 16,490,000
Deferred Maintenance		$ 1,685,507,896	$ 33,710,000	$ 33,710,000
Equipment & Library		$ -	$ 14,868,595	$ 14,868,595
Total		**$ 2,688,703,687**	**$ 141,068,595**	**$ 141,068,595**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	**PROJECT TYPE**	**REQUESTED AMOUNT**	**ADHE RECOMM.**	Priority A
ATU - Ozark				
Projects:				
Allied Health Building Re-Roof	Renovation	107,731	107,731	107,731
Instructional Technology	Other	244,213	244,213	244,213
Technology Building Restroom Renovation	Renovation	120,589	120,589	120,589
Project Total		472,533	472,533	472,533
Critical Maintenance		251,000	30,000	30,000
Deferred Maintenance		9,663,496	190,000	190,000
Replacement Equipment & Library			149,510	149,510
Total		**10,387,029**	**842,043**	**842,043**
UAM-Crossett				
Projects:				
Workforce/Collegiate Center UAM CTC	New Construction	2,150,000	1,050,000	1,050,000
Project Total		2,150,000	1,050,000	1,050,000
Critical Maintenance		426,403	40,000	40,000
Deferred Maintenance		5,340,843	110,000	110,000
Replacement Equipment & Library			27,895	27,895
Total		**7,917,246**	**1,227,895**	**1,227,895**
UAM-McGehee				
Projects:				
General Education Building UAM CTM	New Construction	4,250,000	1,050,000	1,050,000
Project Total		4,250,000	1,050,000	1,050,000
Critical Maintenance		738,484	70,000	70,000
Deferred Maintenance		6,833,905	140,000	140,000
Replacement Equipment & Library			28,830	28,830
Total		**11,822,389**	**1,288,830**	**1,288,830**
Subtotal Technical Institutes				
Projects		$ 6,872,533	$ 2,572,533	$ 2,572,533
Critical Maintenance		$ 1,415,887	$ 140,000	$ 140,000
Deferred Maintenance		$ 21,838,245	$ 440,000	$ 440,000
Replacement Equipment & Library		$ -	$ 206,235	$ 206,235
Total		**$ 30,126,665**	**$ 3,358,768**	**$ 3,358,768**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
ASU-SYS				
Projects:				
NO REQUESTS		0	0	0
Project Total		0	0	0
Critical Maintenance		0	0	0
Deferred Maintenance		0	0	0
Replacement Equipment & Library			0	0
Total		**0**	**0**	**0**
SAUT - Environmental Training Academy				
Projects:				
NO REQUESTS		0	0	0
Project Total		0	0	0
Critical Maintenance		6,902	0	0
Deferred Maintenance		750,359	20,000	20,000
Replacement Equipment & Library		0		0
Total		**757,262**	**20,000**	**20,000**
SAUT - Fire Training Academy				
Projects:				
Dormitory	New Construction	4,335,708	1,050,000	1,050,000
Confined Space/Rescue Tech	New Construction	500,000	500,000	500,000
Driving Course	New Construction	3,000,000		0
Project Total		7,835,708	1,550,000	1,550,000
Critical Maintenance		34,512	0	0
Deferred Maintenance		2,726,340	50,000	50,000
Replacement Equipment & Library			0	0
Total		**10,596,561**	**1,600,000**	**1,600,000**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
UA - Div. Of Agriculture				
Projects:				
Arkansas Agricultural Research & Extension Centers and Stations	Renovation, Restoration, Remodel and New Construction	13,454,000	2,900,000	2,900,000
Coleman Creek Bank Stabilization	Other	200,000	200,000	200,000
Rice Innovation Center	New Construction	1,000,000	1,000,000	1,000,000
Project Total		14,654,000	4,100,000	4,100,000
Critical Maintenance		713,864	70,000	70,000
Deferred Maintenance		79,875,564	1,600,000	1,600,000
Replacement Equipment & Library			0	0
Total		**95,243,427**	**5,770,000**	**5,770,000**
UA - Clinton School				
Projects:				
Servers/Technology Upgrades	Technology	75,000	75,000	75,000
Project Total		75,000	75,000	75,000
Critical Maintenance		0	0	0
Deferred Maintenance		0	0	0
Replacement Equipment & Library			0	0
Total		**75,000**	**75,000**	**75,000**
UA - Criminal Justice Institute				
Projects:				
CJI Forensic Lab and Classroom Equipment	Equipment	103,700	103,700	103,700
CJI Equipment Upgrades	Equipment	240,000	240,000	240,000
Project Total		343,700	343,700	343,700
Critical Maintenance		0	0	0
Deferred Maintenance		0	0	0
Replacement Equipment & Library			0	0
Total		**343,700**	**343,700**	**343,700**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
UA-AAS				
Projects:				
ADA Accessible Doors	Other	43,500	43,500	43,500
Project Total		43,500	43,500	43,500
Critical Maintenance		43,500	0	0
Deferred Maintenance		3,802,627	80,000	80,000
Replacement Equipment & Library		0		0
Total		**3,889,627**	**123,500**	**123,500**
UA-AREON				
Projects:				
Technology Infrastructure Improvements - Arkansas Cloud Equipment Upgrades	Technology Infrastructure Improvements	3,000,000	525,000	525,000
Technology Infrastructure Improvements Fiber Renewal/Acquisition - Mena, De Queen, West Helena	Technology Infrastructure	2,375,000	500,000	500,000
Technology Infrastructure Improvements Fiber Renewal/Acquisition - Research Stations, NCTR, Branch Campuses Locations, ACH	Technology Infrastructure	4,000,000		
Project Total		9,375,000	1,025,000	1,025,000
Critical Maintenance		0	0	0
Deferred Maintenance		0	0	0
Replacement Equipment & Library		0		0
Total		**9,375,000**	**1,025,000**	**1,025,000**
UA-ASMSA				
Projects:				
Multi-purpose Building (Community Hall)	New Construction	5,250,000	525,000	525,000
Learning Courtyard	New Construction	1,500,000	500,000	500,000
STEM Center	New Construction	8,500,000		
Project Total		15,250,000	1,025,000	1,025,000
Critical Maintenance		0	0	0
Deferred Maintenance		0	0	0
Replacement Equipment & Library		0		0
Total		**15,250,000**	**1,025,000**	**1,025,000**

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
UA-SYS				
Projects:				
Technology Upgrades	Technology	250,000	250,000	250,000
System Office Expansion	New Construction	1,726,500	775,000	775,000
Project Total		1,976,500	1,025,000	1,025,000
Critical Maintenance		114,500	10,000	10,000
Deferred Maintenance		2,060,156	40,000	40,000
Replacement Equipment & Library			0	0
Total		**4,151,156**	**1,075,000**	**1,075,000**
UAMS				
Projects:				
Central Building Code Upgrade	Renovation	20,000,000	4,200,000	4,200,000
EPIC Expansion/Implementation to UAMS Regional Programs				
Primary Care & Northwest Clinics	Infrastructure/Information System	16,555,000	2,000,000	2,000,000
Hospital Clinical Equipment	Capital Equipment	16,020,034	1,000,000	1,000,000
North East Central Energy Station	New Construction	30,000,000	1,000,000	1,000,000
Project Total		82,575,034	8,200,000	8,200,000
Critical Maintenance		20,295,000	2,030,000	2,030,000
Deferred Maintenance		536,287,804	10,730,000	10,730,000
Replacement Equipment & Library			1,927,257	1,927,257
Total		**639,157,838**	**22,887,257**	**22,887,257**
Subtotal Non-Formula				
Projects		$ 132,128,442	$ 17,387,200	$ 17,387,200
Critical Maintenance		$ 21,208,278	$ 2,110,000	$ 2,110,000
Deferred Maintenance		$ 625,502,850	$ 12,520,000	$ 12,520,000
Equipment & Library		$ -	$ 1,927,257	$ 1,927,257
Total		**$ 778,839,570**	**$ 33,944,457**	**$ 33,944,457**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
ANC				
Projects:				
Workforce Training Building	New Construction	3,991,000	1,850,000	1,850,000
Nursing & Allied Health Building (Paragould)	New Construction	3,415,000	1,000,000	1,000,000
Center for Science and Technology	New Construction	11,000,000		
Project Total		18,406,000	2,850,000	2,850,000
Critical Maintenance		3,469,198	350,000	350,000
Deferred Maintenance		17,783,280	360,000	360,000
Replacement Equipment & Library			138,225	138,225
Total		**39,658,478**	**3,698,225**	**3,698,225**
ASUB				
Projects:				
IT Services Data Center	New Construction	2,508,500	2,000,000	2,000,000
State Hall	Renovation	2,865,000	1,375,000	1,375,000
Project Total		5,373,500	3,375,000	3,375,000
Critical Maintenance		1,067,000	110,000	110,000
Deferred Maintenance		53,665,711	1,070,000	1,070,000
Replacement Equipment & Library			445,250	445,250
Total		**60,106,211**	**5,000,250**	**5,000,250**
ASUMH				
Projects:				
Occupational Technical Center	Renovation	2,000,000	1,850,000	1,850,000
Health and Wellness Center	New Construction	4,500,000	1,000,000	1,000,000
Security System Upgrades	Technology Infrastructure	200,000		
Vada Shield Community Center	Renovation	1,000,000		
Project Total		7,700,000	2,850,000	2,850,000
Critical Maintenance		915,834	90,000	90,000
Deferred Maintenance		11,042,520	220,000	220,000
Replacement Equipment & Library			162,705	162,705
Total		**19,658,355**	**3,322,705**	**3,322,705**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
ASUMS				
Projects:				
Classroom Instructional Technology Equipment Replacement	New Construction	102,000	102,000	102,000
Project Total		102,000	102,000	102,000
Critical Maintenance		200,000	20,000	20,000
Deferred Maintenance		22,901,060	460,000	460,000
Replacement Equipment & Library			159,060	159,060
Total		**23,203,060**	**741,060**	**741,060**
ASUN				
Projects:				
STEM Classroom/Lab Building ASUN Jonesboro Campus	New Construction	3,000,000	1,000,000	1,000,000
Administration Building ASUN Newport Campus	New Construction	750,000	750,000	750,000
Building and Transportation Tech Building ASUN Newport	Renovation	547,500	547,500	547,500
Main Building Remodel ASUN Jonesboro Campus	Renovation	1,950,000	552,500	552,500
Nursing and Allied Health Building ASUN Newport Campus	New Construction	5,500,000		
Main Building Addition/Remodeling ASUN Marked Tree Campus	Renovation	900,000		
Project Total		12,647,500	2,850,000	2,850,000
Critical Maintenance		225,000	20,000	20,000
Deferred Maintenance		16,960,060	340,000	340,000
Replacement Equipment & Library			264,730	264,730
Total		**29,832,560**	**3,474,730**	**3,474,730**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
BRTC				
Projects:				
Student Information System Upgrade	Technology Infrastructure Improvements	1,062,000	1,062,000	1,062,000
"A" & "B" Bldg. Renovation	Renovation	157,500	157,500	157,500
Fire Science Equipment Storage	New Construction of Facilities	157,500	157,500	157,500
AC/Library Equipment Replacement	Equipment Replacement	54,000	54,000	54,000
Grounds Maintenance Equipment Storage	New Construction of Facilities	90,000	90,000	90,000
Technical Education Building	New Construction of Facilities	2,700,000	1,167,000	1,167,000
RCDC Renovation	Renovation	162,000	162,000	162,000
Law Enforcement Training Academy Barracks	New Construction of Facilities	4,500,000		
Project Total		8,883,000	2,850,000	2,850,000
Critical Maintenance		145,000	10,000	10,000
Deferred Maintenance		19,254,235	390,000	390,000
Replacement Equipment & Library			201,595	201,595
Total		**28,282,235**	**3,451,595**	**3,451,595**
CCCUA				
Projects:				
Technology Upgrades	Technology Upgrades	600,000	600,000	600,000
HVAC Replacement	Critical Maintenance	58,000	58,000	58,000
Student Commons	New Construction	1,000,000	1,000,000	1,000,000
Convocation/Education Center	New Construction	3,000,000	1,192,000	1,192,000
Project Total		4,658,000	2,850,000	2,850,000
Critical Maintenance		516,119	50,000	50,000
Deferred Maintenance		14,809,423	300,000	300,000
Replacement Equipment & Library			144,070	144,070
Total		**19,983,542**	**3,344,070**	**3,344,070**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ **PROJECT NAME**	**PROJECT** **TYPE**	**REQUESTED** **AMOUNT**	**ADHE** **RECOMM.**	Priority A
COTO		`		
Projects:				
Health/Science Technology Building	New Construction	6,834,000	1,600,000	1,600,000
Technology Infrastructure Improvements	Other	250,000	250,000	250,000
Conference and Student Center	New Construction	9,030,000	1,000,000	1,000,000
Project Total		16,114,000	2,850,000	2,850,000
Critical Maintenance		464,644	50,000	50,000
Deferred Maintenance		10,129,385	200,000	200,000
Replacement Equipment & Library			129,325	129,325
Total		**26,708,029**	**3,229,325**	**3,229,325**
EACC				
Projects:				
Technology Infrastructure & Systems	Renovation	363,500	363,500	363,500
Maintenance Building	New Construction / Renovation	280,950	280,950	280,950
Student Center	New Construction	1,845,200	1,250,000	1,250,000
Renovation of Classroom Bld. 3	Renovation	1,130,750	455,550	455,550
Project Total		3,620,400	2,350,000	2,350,000
Critical Maintenance		323,471	30,000	30,000
Deferred Maintenance		14,491,732	290,000	290,000
Replacement Equipment & Library			116,675	116,675
Total		**18,435,603**	**2,786,675**	**2,786,675**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
NAC				
Projects:				
Admin. ERP & SIS Software System	Technology	1,300,000	1,300,000	1,300,000
Roof Renovations	Renovation	5,400,000	1,000,000	1,000,000
N. Campus Student Resource Area	Renovation	100,000	100,000	100,000
S. Campus Library Renovation	Renovation	1,603,000	450,000	450,000
S. Campus Student Resource Area	Renovation	750,000		
S. Campus East Ent. & Student Area	Renovation	800,000		
N. Campus Main Ent. & Student Area	Renovation	100,000		
Project Total		10,053,000	2,850,000	2,850,000
Critical Maintenance		5,155,368	520,000	520,000
Deferred Maintenance		23,310,320	470,000	470,000
Replacement Equipment & Library			204,955	204,955
Total		**38,518,687**	**4,044,955**	**4,044,955**
NPC				
Projects:				
Classroom Technology	Technology Infrastructure	720,000	720,000	720,000
Infrastructure Improvements	Technology Infrastructure	1,605,000	1,605,000	1,605,000
Construction of Learning Commons	New Construction	6,833,500	775,000	775,000
Project Total		9,158,500	3,100,000	3,100,000
Critical Maintenance		1,051,127	110,000	110,000
Deferred Maintenance		23,489,753	470,000	470,000
Replacement Equipment & Library			166,755	166,755
Total		**33,699,380**	**3,846,755**	**3,846,755**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
NWACC				
Projects:				
Washington County Center	New Construction	961,325	961,325	961,325
Burns Hall Bathroom Renovation	Renovation/Remodeling	160,000	160,000	160,000
Library Remodel	Renovation/Remodeling	111,300	111,300	111,300
Storm Drainage, Leveling, & Replanting (after removal of railroad spur)	Other	190,000	190,000	190,000
Burns Hall East Wing Renovation	Renovation/Remodeling	151,900	151,900	151,900
Parking Garage	Renovation/Remodeling	1,500,000	1,500,000	1,500,000
NCPTC Generator	Other	40,000	40,000	40,000
New Physical Plant Facility	New Construction	400,000	400,000	400,000
Emergency Notification Enhancements	Other	43,000	43,000	43,000
Project Total		3,557,525	3,557,525	3,557,525
Critical Maintenance		0	0	0
Deferred Maintenance		24,373,135	490,000	490,000
Replacement Equipment & Library			742,865	742,865
Total		27,930,660	4,790,390	4,790,390
OZC				
Projects:				
Information Technology Center	New Construction	1,500,000	1,500,000	1,500,000
Fulton County Education Center	New Construction	2,000,000	1,000,000	1,000,000
Health & Fitness Center	New Construction	750,000	350,000	350,000
Project Total		4,250,000	2,850,000	2,850,000
Critical Maintenance		21,802	0	0
Deferred Maintenance		11,810,421	240,000	240,000
Replacement Equipment & Library			128,510	128,510
Total		16,082,223	3,218,510	3,218,510

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
PCCUA				
Projects:				
Roof Repair & Replacement	Renovation	1,100,000	1,100,000	1,100,000
Renovation of Gymnasium	Renovation	220,000	220,000	220,000
ADA Improvements	ADA (Handicapped Accessibility)	280,000	280,000	280,000
Campus Security Upgrades	Renovation	100,000	100,000	100,000
Small Business Incubator Elevator	Renovation	120,000	120,000	120,000
Project Total		1,820,000	1,820,000	1,820,000
Critical Maintenance		1,578,500	160,000	160,000
Deferred Maintenance		45,649,445	910,000	910,000
Replacement Equipment & Library			142,145	142,145
Total		**49,047,945**	**3,032,145**	**3,032,145**
PTC				
Projects:				
Science Building Remodel	Renovation	200,000	200,000	200,000
Project Total		200,000	200,000	200,000
Critical Maintenance		2,144,273	210,000	210,000
Deferred Maintenance		27,878,886	560,000	560,000
Replacement Equipment & Library			850,945	850,945
Total		**30,223,160**	**1,820,945**	**1,820,945**
RMCC				
Projects:				
Technology Upgrade of Science Labs	Technology Infrastructure/Renovation	620,500	620,500	620,500
Technology Upgrade of Lecture Hall	Technology Infrastructure/Renovation	590,500	590,500	590,500
Allied Health Equipment	Clinical/Instructional Equipment	200,500	200,500	200,500
Fine Arts Performance Center	New Construction	9,215,000	438,500	438,500
Project Total		10,626,500	1,850,000	1,850,000
Critical Maintenance		434,297	40,000	40,000
Deferred Maintenance		4,431,788	90,000	90,000
Replacement Equipment & Library			82,065	82,065
Total		**15,492,585**	**2,062,065**	**2,062,065**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
SACC				
Projects:				
Advanced Manufacturing Center	New Construction	844,643	844,643	844,643
Health Science Center Addition	New Construction	2,986,250	1,250,000	1,250,000
Library/Learning Center Expansion	New Construction	2,951,000	755,357	755,357
Renovation of Career Technical Education Center (formerly Industrial Tech Bldg)	Renovation	298,960		
East Campus Lighting & Signage	Other	250,000		
Technology Infrastructure	Other	267,635		
Project Total		7,598,488	2,850,000	2,850,000
Critical Maintenance		690,483	70,000	70,000
Deferred Maintenance		21,617,187	430,000	430,000
Replacement Equipment & Library			166,910	166,910
Total		**29,906,158**	**3,516,910**	**3,516,910**
SAUT				
Projects:				
Career and Workforce Development Center	New Construction	7,872,500	1,850,000	1,850,000
Administration/Business Bldg. Renovation	Renovation	1,605,000	1,000,000	1,000,000
Project Total		9,477,500	2,850,000	2,850,000
Critical Maintenance		648,831	60,000	60,000
Deferred Maintenance		37,507,702	750,000	750,000
Replacement Equipment & Library			169,540	169,540
Total		**47,634,033**	**3,829,540**	**3,829,540**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium

INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
SEAC				
Projects:				
General Studies North-South Sewer	Renovation	790,000	790,000	790,000
General Studies South - Transformer	Safety Hazard	25,000	25,000	25,000
McGeorge Hall - Boiler	Renovation	25,000	25,000	25,000
Founders Hall - Boiler	Renovation	25,000	25,000	25,000
Core Server Switch	Other	82,169	82,169	82,169
Library - Brick Failure	Renovation	25,000	25,000	25,000
Projectors for Classrooms	Other	105,000	105,000	105,000
Wellness Center/Classrooms	New Construction	3,200,000	1,772,831	1,772,831
Project Total		4,277,169	2,850,000	2,850,000
Critical Maintenance		895,346	90,000	90,000
Deferred Maintenance		16,338,991	330,000	330,000
Replacement Equipment & Library			156,625	156,625
Total		**21,511,506**	**3,426,625**	**3,426,625**
UACCB				
Projects:				
Workforce Training Center	Construction	2,082,000	1,250,000	1,250,000
Instructional Equipment	Technology	600,000	600,000	600,000
Stabilization for vehicular bridge	Critical	250,000	250,000	250,000
Land Acquisition	Other	1,205,000	750,000	750,000
General Instruction Classroom Building	Construction	2,513,700		
Business and Industry Building	Construction	2,195,100		
Underground Utility Renovation	Renovation	200,000		
Student Services/Admin./Classroom	Construction	4,080,000		
Project Total		13,125,800	2,850,000	2,850,000
Critical Maintenance		3,285,334	330,000	330,000
Deferred Maintenance		8,483,132	170,000	170,000
Replacement Equipment & Library			143,800	143,800
Total		**24,894,266**	**3,493,800**	**3,493,800**

Table 8-A: Summary of Capital Requests / Recommendations for the 2017-2019 Biennium				
INSTITUTION/ PROJECT NAME	PROJECT TYPE	REQUESTED AMOUNT	ADHE RECOMM.	Priority A
UACCH				
Projects:				
Instructional Technology	Technology Infrastructure	420,000	420,000	420,000
Testing Center	Renovation	685,000	685,000	685,000
Texarkana Student & Career Services Center	New Construction	10,418,000	1,745,000	1,745,000
Project Total		11,523,000	2,850,000	2,850,000
Critical Maintenance		580,120	60,000	60,000
Deferred Maintenance		11,638,166	230,000	230,000
Replacement Equipment & Library			136,535	136,535
Total		**23,741,286**	**3,276,535**	**3,276,535**
UACCM				
Projects:				
Workforce Training Center	New Construction	600,000	600,000	600,000
Technology III	Renovation/Construction	1,000,000	1,000,000	1,000,000
Project Total		1,600,000	1,600,000	1,600,000
Critical Maintenance		449,689	40,000	40,000
Deferred Maintenance		20,150,974	400,000	400,000
Replacement Equipment & Library			231,395	231,395
Total		**22,200,663**	**2,271,395**	**2,271,395**
Subtotal Two-Year				
Projects		$ 164,771,882	$ 55,004,525	$ 55,004,525
Critical Maintenance		$ 24,261,436	$ 2,420,000	$ 2,420,000
Deferred Maintenance		$ 457,717,306	$ 9,170,000	$ 9,170,000
Equipment & Library		$ -	$ 5,084,680	$ 5,084,680
Total		**$ 646,750,625**	**$ 71,679,205**	**$ 71,679,205**
Grand Total				
Projects		$ 1,141,988,585	$ 150,964,258	$ 150,964,258
Critical Maintenance		$ 211,865,665	$ 21,160,000	$ 21,160,000
Deferred Maintenance		$ 2,790,566,297	$ 55,840,000	$ 55,840,000
Equipment & Library		$ -	$ 22,086,768	$ 22,086,768
Total		**$ 4,144,420,547**	**$ 250,051,026**	**$ 250,051,026**

Table 8-B:
Narrative Descriptions of Capital Projects for the 2017-19 Biennium*

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UNIVERSITIES:

Arkansas State University

New College of Engineering Building. This new facility will provide for enrollment expansion of the College of Engineering program, including graduate level research laboratories. The current Engineering space utilization is at enrollment capacity, at capacity of faculty/staff offices, and very limited spaces for technical research. The College of Engineering would vacate Lab Sciences West and College of Agriculture buildings, allowing for those respective colleges to repurpose spaces for academic growth and expansion. Private funding of $7 million will be planned to the construction of the new facility.
Recommendation: $4,000,000 (Category A)

College of Ed/Com Restrooms Renovation. The College of Education and Communications restroom renovations is planned to address modernization of original construction of fixtures and finishes (1982 construction) and address functional ADA needs beyond the ADA code. The restrooms renovations will require significant modifications to the plumbing infrastructure to address current plumbing code fixture count. The current restrooms meet ADA code intent, yet are not functionally accommodating for patrons in large motorized wheel chairs / scooters. Also, this college has traditional and non-traditional students that frequently have small children. It is proposed at least (1) family / gender-neutral restroom be included in the renovation plan. Other areas within the building have undergone significant renovation in the past 6 years, with the restrooms being one of the last area or renovation remaining.
Recommendation: $908,500 (Category A)

Library HVAC System Modernization. The ASU-J Library had a major addition and limited renovations in the early 1990's. Most of the HVAC system within the library complex was upgraded as part of this scope. The original system was designed as constant air volume with steam generation for heating. The proposed scope will modernize all the HVAC systems to be more energy efficient with Variable Air Volume (VAV) air handlers, and high efficiency heating water boilers. This modernization will facilitate area repurpose and renovations with minimal adaptations of the HVAC system.
Recommendation: $2,000,000 (Category A)

Lab Sciences Lab & HVAC System Modernization. The Lab Sciences complex is comprised of (2) buildings constructed in the early 1960s and mid-1980s. Both buildings have constant volume air delivery systems for HVAC and for the lab fume hoods. The heating system is steam. The proposed scope

would modernize the air systems to be variable air volume for HVAC and fume hoods, and high efficiency hot water boilers. This modernization would accommodate future space upgrades and renovations with minimal adaptations of the HVAC system.
Recommendation: $1,291,500 (Category A)

Arkansas Tech University

Technology. The project will consist of renovating part of Corley Hall for a re-design of our main university data center, core building infrastructure, connect Ozark Camus to AREON, upgrade campus wireless and classroom technology, connect two off campus sites to the main campus fiber network, add a flexible data storage system, and replace the core switch and routing network.
Recommendation: $5,832,533 (Category A)

Academic Classroom Building. The Academic Classroom Facility will be a freestanding building, which will include an auditorium, a recital hall, band room, choir room, classrooms, and faculty offices in support of the Music Department and the continued accreditation of the program.

Witherspoon Hall was built in 1969-70 and currently serves as the home of the College of Arts and Humanities as well as the Choral and Instrumental Music programs. The three story building is 72,464 square feet in size and contains classrooms, faculty and staff offices, band rehearsal room, choir rehearsal room and a 717 seat auditorium.

Arkansas Tech recently had a lifespan analysis completed for this building and the report stated, "The overall impression of the building is one of a facility that is past its prime. The exterior is indicative of the prevailing architectural style of the late 1960's and 70's and features very few windows to allow natural light into the building. It is difficult to determine the main entry and offer any sort of building control or assistance to visitors or prospective students. Once inside, the corridors are dark and uninviting, with natural light only visible at the end of the corridors."

There are currently moisture and acoustical problems that have an adverse impact on our music program. Evaluations by an architectural firm and an acoustical consultant indicated a choice of renovating the current facility or constructing a new facility. The estimated cost to renovate this facility has a range of $13.8 million to $15.8 million which does not include upgrading the current mechanical system. Therefore, we believe the best option is to replace the current facility.
Recommendation: $2,367,467 (Category A)

Henderson State University

HPER Building. This project will provide for the construction of a new HPER building. The new building will house the HPER Department and the Wells Building will be renovated.
Recommendation: $3,000,000 (Category A)

Russell Fine Arts Building. Funds to be utilized to renovate/remodel the Russell Fine Arts Building.
Recommendation: $3,000,000 (Category A)

School of Business Building. This project will provide for the construction of a new School of Business building and renovation of Mooney Hall, the current location of the School of Business. The new building will house the School of Business and the Small Business Development Center. The second and third floors of Mooney Hall, which presently house the School of Business will be renovated for use by various
Student Affairs classrooms, labs, and offices.
Recommendation: $1,200,000 (Category A)

Southern Arkansas University-Magnolia

Educational Building. Scope includes construction of a classroom facility adjacent to the new engineering building. The building is needed to handle the continued increase in enrollment. The addition of classes to accommodate the new students has created a shortage of classroom space.
Recommendation: $1,350,000 (Category A)

Technology Upgrades.
• Campus Network Cooper Wiring Upgrades ($650,000): This project involves the upgrades of old network wiring plus new wiring for buildings that are either not fully wired now or have never been wired. This Includes wiring of all existing student-housing facilities which currently rely entirely on wireless connectivity to provide students' access to the campus network. The wireless coverage has been problematic with weak or non-existent coverage in some areas.
• Campus Network Backbone Fiber Optics Upgrades ($2.500,000): In addition to upgrading some network electronic. This project includes the installation of new fiber optic cabling to all buildings to establish a ring topology for the campus backbone connections.
• Establishment of a Network Access Control {NAG) System for the Campus Network ($65.000): This is needed to provide complete compliance with the Communications Assistance Law Enforcement Act of 1994 (CALEA) and to allow for control of device activities on the campus network. The establishment of the NAC will result in better utilization of network resources, thus better performance

can be achieved for everyone. A NAC would require authentication to access the network thus restricting access to valid students, faculty and staff. Additionally, when a system connects, it can be checked for valid anti-virus software and current Windows updates which will reduce the network volatilities/risks at any given time.
Recommendation: $3,465,750 (Category A)

STEM Training Center. Scope includes renovation of the Childs Hall first floor and necessary ADA upgrades. Although constructed in 1945, this facility is structurally sound and can be economically renovated to accommodate the University's need for a dedicated Science, Technology, Engineering, and Mathematics (STEM) program. The upgrades will require extensive structural, mechanical, and electrical modifications necessary to meet building code, ADA, and programming requirements. The facility will provide classrooms, "hands-on" engineer labs, computer labs, and faculty offices.
Recommendation: $2,384,250 (Category A)

University of Arkansas-Fayetteville

Center for Learning and Student Support. The Center for Learning and Student Support (CLASS+) supports the university's goal of increasing student retention and graduation rates in several ways. It provides supplemental instruction for classes that have a high failure or withdrawal rate. It provides course-specific tutoring with a focus on Mathematics, the Sciences, Social Sciences, and World Languages, as well as general writing support tutoring. Finally, the program includes Learning Coaches to help individual students who encounter difficulties in a particular class or classes. The center is currently housed in a small basement area of Gregson Hall (a residence hall). This project will create a permanent home for the center, and allow CLASS+ greater flexibility in collaborating with other departments and programs to increase student retention and academic success. The building will include a series of "smart classrooms," a writing assistance lab, coaching rooms, group tutoring rooms, study areas, and computer lab. The project will be fully commissioned and constructed to the equivalent of LEED Silver or Green Globes Two Globes.
Recommendation: $5,000,000 (Category A)

Research Laboratory and Office Building. The Research Laboratory and Office Building will help the university expand its research capabilities by providing new laboratories and faculty offices. The building is made necessary by the remarkable growth of the university over the last ten years, and will support the goal of increasing UA's academic standing by providing research space that accommodates best practices in academic research. The location near the heart of the Historic Core is directly adjacent to several buildings in the Bumpers College, and could allow many of its academic units— currently scattered across campus—to locate in the same building for the first time. Several other colleges

nearby, such as the Fulbright Colleges of Arts and Sciences, could benefit as well with desperately needed space. The project will be fully commissioned and constructed to the equivalent of LEED Silver or Green
Globes Two Globes.
Constructing a new building in this location will require the removal of the Agriculture Annex, formerly used by both agriculture and home economics and as the student infirmary. The building is now a secondary space for the Bumpers College, and does not lend itself well to either classroom or laboratory use. The building is one of the oldest remaining buildings on campus (completed in 1905), but it is small, inefficient, and in very poor condition. Because the site could be much more efficiently developed and the building has comparably little historical importance, it is recommended that the Agriculture Annex be demolished following complete historic recordation.
Recommendation: $3,000,000 (Category A)

Fine Arts Center. The Fine Arts Center, originally known as the Fine Arts Building, was designed by Edward Durell Stone of New York, NY with Haralson & Mott of Fort Smith, and was the first Modernist academic building on the campus. It was funded in part by $1 million from the state. The building originally housed the fine and applied arts, architecture, dance, music, painting, sculpture, and drama.
The Fine Arts Center is currently at maximum capacity and many areas of focus have been cut in order to accommodate immediate needs. Printmaking and sculpture studios, technology areas, and graduate student studios, etc. are so outdated that departmental efforts to attract faculty and students are compromised. The basement of the building is not accessed by elevator or lift, so the photography lab cannot be accessed by handicapped students or faculty.
In addition, shop space is confined, so power tools and equipment are being used in space that is undersized for the number of students. Electrical service is undersized, dust collection systems and spray booths are inadequate, and exhaust/ventilation/fresh air intake is problematic.
While it was the first Modernist building on campus, the design did continue the general arrangement, scale, and alignments laid out in the 1925 campus plan. The building is composed of wings of varying heights—one, two, and three stories—and has an asymmetrical plan with several main functions connected by an open, glass-walled gallery space. The structure is reinforced concrete with exterior walls of buff brick over block. All of the building's doors and windows were originally slender steel units. While some of the steel awning windows remain on the studio wing, in other areas, such as the gallery, the windows and doors have been replaced with inappropriate aluminum storefront systems. Many significant changes have been made to the building since its construction. While some of these changes were necessary to improve the function of the building, they obscured, and in some cases destroyed, the integrity of the original design. A total building restoration and renovation will bring original details back to this significant campus building, while creating teaching environments that are safe and useful. A small addition will add new classroom space. Upgrades in 2005

and 2008 made life safety improvements and added a welding shop for the university theater. The roof of the three-story classroom wing was replaced in 2014, and the roofs of the remaining roof sections were sealed to extend their lives until they can be replaced. The Fine Arts Center is a Landmark contributing building to the University of Arkansas Campus Historic District, listed on the National Register of Historic Places in 2009. The project will be fully commissioned and constructed to the equivalent of LEED Silver or Green Globes Two Globes.
Recommendation: $1,200,000 (Category A)

University of Arkansas at Fort Smith

Math-Science Building Upgrade and Lab Modernization. The College of Science, Technology, Engineering & Mathematics (STEM) and the School of Education (SOE) are co-located in the 82,000 square foot Math-Science Building. Both programs have enjoyed consistent growth in number of degrees, concentrations and certificates, as well as in numbers of students, and there are imminent plans to add master's level programs in both areas. The science facilities were constructed when UAFS served as a two-year institution and are woefully inadequate for its current scope as a regional, four-year institution. Plans call for the teaching of the "wet" STEM disciplines (biology and chemistry) to be relocated to a new building, which would allow the "dry" STEM disciplines (geosciences, mathematics, and physics) as well as the SOE to expand into the vacated space and to fully occupy the existing building. The vacated space, however, must be reconfigured. Requested funding will support the planning, design, renovation and reconfiguration costs needed to repurpose the vacated space to house the SOE and the "dry" sciences. The renovated building will contain modernized labs that are appropriate for the dry sciences as well as repurposed, remodeled classrooms. HVAC, electrical and plumbing systems will be updated and incorporated as needed. Lab improvements will include more robust ventilation and reconfiguration of lab benches. Plans also call for installation of a planetarium as a teaching tool for existing programs in physics, geosciences, mathematics and engineering. Project cost is estimated at $16 million.
Recommendation: $3,000,000 (Category A)

Math-Science Building Expansion. The proposed three-story annex will provide modern instructional laboratories as well as state-of-the-art research and project-based laboratories for the "wet" sciences
(biology and chemistry) and for the engineering disciplines (electrical and mechanical). The current Math-Science Building was constructed when UAFS served as a two-year institution. The building's laboratories are woefully inadequate in its current scope as a regional, four-year institution. Teaching laboratories are dangerously cramped and the infrastructure simply

does not meet the needs of the wet sciences. There is no research space available. Engineering is currently housed in the Baldor Technology Center which also holds the growing College of Applied Science and Technology (CAST). Plans call for laboratory components of the "wet" STEM disciplines and the engineering programs to be relocated to this annex. This move would allow the "dry" STEM disciplines (geosciences, mathematics, and physics) as well as the School of Education (SOE) to expand into the vacated space and to fully occupy the existing Math-Science Building. Currently, SOE programs are spread among three buildings and Engineering is a "guest" in the Baldor Technology Center. This move would allow all of Education to come under one roof while creating growing room for CAST and other programs currently displaced by Education. At this time, the absence of a Math-Science Annex constrains not only the STEM and SOE disciplines, but also CAST and Liberal Arts programs displaced by engineering and SOE, respectively. The 60,000 square foot annex will contain modern teaching and research labs appropriate for the wet sciences and engineering, together with some lecture rooms and offices sufficient to house faculty and staff. There will also be study areas and conference rooms for meetings and functions that are essential to the efficient operation of the programs. Plans also call for two enclosed bridges-on the second and third floors-that connect the annex to the current Math-Science Building. Project cost is estimated at $23.5 million. **Recommendation: $2,000,000 (Category A)**

College of Business Building. The Business programs within the College of Business offer a unique value proposition to students and the Business Community. In the current enrollment challenged climate, Business programs are some of the few that continue to show robust growth. However, the physical facilities have not kept pace with the size and feature requirements needed to be a relevant and contemporary College of Business. There is an insufficient number of classrooms, labs, and collaborative learning spaces. Furthermore, cutting edge learning technologies and configurable learning spaces are notably absent. The College cannot continue its growth in this constrained environment. While refurbishing facilities may help in the very short term, sustained growth in size and quality cannot be realized without a new building that provides the requisite functionality and a scalable infrastructure.
Recommendation: $1,700,000 (Category A)

University of Arkansas at Little Rock

Technology Infrastructure Improvements. UALR's technical infrastructure supports the campus network, access to both Internet I and Internet II, campus information systems, e-mail, document management, data warehouse, on-line course delivery, streaming video for web-enhanced and web delivered courses, Voice Over Internet Protocol, and a variety of technical needs on the campus.

The security needs of the campus have become increasingly more important with the proliferation of viruses and increased hacking incidents. The increase in web-based courses has increased bandwidth needs. Researcher needs continue to push cyber infrastructure requirements, including common authentication, virtual networking, storage, and high performance computing. These funds will be used to purchase and maintain campus technical infrastructure including but not limited to campus network hardware for deployment of IPV6 modern firewall, data security, video surveillance, building network wiring, campus wireless cloud, business continuity and disaster recovery planning, streaming video server to support distance education initiatives, contactless campus card system, fire suppression system in the data center, and administrative system hardware.
Recommendation: $4,000,000 (Category A)

Nanotechnology Center (CINS). The Center for Integrated Nanotechnology Science is a newly constructed 50,000 sq. ft. laboratory facility with a greenhouse located on the building roof. With available funds, UALR was able to construct the building leaving the 4th and 5th floors as shelled space only. This request is for funding to complete the 4th and 5th floors.
Recommendation: $3,000,000 (Category A)

Bldg. Infrastructure / Critical Maint. This request relates to the imminent failure of critical building systems and infrastructure. HVAC systems, elevator systems, and building envelopes in a number of buildings on campus have reached the end of their useful life. Reliable operations in these facilities require replacement of these critical building components. The full list of critical infrastructure needs is available in the 2017-19 FAP report.
Recommendation: $1,700,000 (Category A)

University of Arkansas at Monticello

Construction of New Math and Science Center. The University of Arkansas at Monticello (UAM) proposes to construct a New Math and Science Center to meet the needs of the campus. A New Math and Science Center is crucial for recruiting students majoring in math or science.

The School of Mathematical and Natural Sciences has had much success in recent years in having a high percentage of UAM student applicants accepted to pharmacy school, medical school, dental school, and graduate programs. However, for future growth in these areas, the University needs state-of-the-art facilities that provide opportunities for learning in these highly competitive fields.

Total Costs for the construction of Math and Science Center is $20,000,000.
Recommendation: $3,500,000 (Category A)

Renovation of Old Student Union. The University of Arkansas at Monticello plans to renovate the Old Student Union to provide a Student Success Center needed for student advising. The contemplated renovations include the incorporation of a one-stop student success venue with retail food service and the University's bookstore.

A Student Success Center in the renovated Old Student Union will provide much needed space to house a team of academic advisors and student success specialists. UAM is a member institution in a student success collaborative which is designed to identity at-risk students, drive increased student retention and graduation success.

Total Costs for the Renovation of Old Student Union is $2,000,000.
Recommendation: $2,000,000 (Category A)

Renovation of Library and Technology Center. The University of Arkansas at Monticello plans to renovate the Library space in the Library and Technology Center to provide a Student Learning Center on the first floor of the facility. These renovations include reconfiguring the first floor of the building to create an improved, more student-friendly environment for individual and group learning.

There is a definite need to provide a designated area on campus to promote student learning outside of the class room. With a portion of the Library renovated, the Student Learning Center could be staffed and equipped properly to provide assistance to students with writing assignments and various other instructional projects. This area in the Library would also house a computer lab and tutors would be available to assist students using online resources for the completion of course work required.

The Library is centrally located on campus, which makes this space an ideal location to renovate in order to provide easy and convenient access for students.

Total Costs for the Renovation of Library and Technology Center is $325,000.
Recommendation: $325,000 (Category A)

Renovation of Fine Arts Center. The University of Arkansas at Monticello (UAM) plans to renovate the Fine Arts Center. The renovation of the Fine Arts Center will include the addition of insulation and acoustical upgrades.

The renovation of the Fine Arts Center is crucial for recruiting students to attend UAM. Many events are held each year in the Fine Arts Center for prospective students and their families. Additionally, this facility is used for band and choir concerts, community events, and meetings for faculty and staff. It is the only facility on campus that can accommodate seating close to 500 people.

Other renovations to the Fine Arts Center would include renovations to increase energy efficiency.

Total Cost for the renovation of the Fine Arts Center is $500,000.
Recommendation: $375,000 (Category A)

University of Arkansas at Pine Bluff

Campus Renovations and Repair. The project would include, at a minimum, the following:
- Renovation of classroom and lab space that no longer meets academic programming needs
- Renovation of service support space to align functionality with current needs
- Repair and/or replacement of building envelopes
- Repair and/or replacement of environmental control systems
- Renovation of the existing chilled water plant to provide additional capacity and reduce energy consumption
- Subterranean drainage and foundation repairs

Recommendation: $3,000,000 (Category A)

Nanotechnology/Biotechnology Center. This project includes the construction of a state of the art 45,000 square foot Center for Nanotechnology and Biotechnology. The structure will be needed to support nanotechnology and biotechnology research. The facility will be 3-4 stories and will contain classrooms, teaching labs, research labs, and an auditorium. The building is target to have a LEED Silver Status.
Recommendation: $2,000,000 (Category A)

Life Sciences Facility. The new facility will be and expansion for the teaching and research capabilities of the College of Agriculture, Aquaculture and Human Sciences. Researchers housed in the facility represent the disciplines of microbiology, biochemistry, food safety and nutrition. The new Life Sciences facility will encourage collaboration, offer state-of-the-art technology and provide the tools needed for the next generation greatest minds to excel. The 40,000-square-foot facility will have both classroom and laboratory space and is targeted to achieve LEED silver status.
Recommendation: $1,200,000 (Category A)

University of Central Arkansas

Lewis Science Center Replacement. The Lewis Science Center currently houses the Departments of Biology and Physics & Astronomy, the Dean's office for the College of Natural Sciences and Mathematics, the facilities for

teacher education in the sciences, and outreach capabilities in the sciences. This facility is aging and presents numerous challenges including outdated and inadequate lab facilities, roof leaks in the 1987 section, insufficient wiring, no sprinkler system, and a dysfunctional HVAC system. These problems lead to the conclusion that renovation is required. A three-story addition containing 50,000 square feet is currently under construction. This addition will contain the highly technical and equipment intensive labs for Biology and Physics, it will also house the planetarium. The renovated facility will continue to house the programs noted above along with expanded electronic hardware laboratories that will support the integration of computer hardware technology into the programs in Physics and Computer Science. Teaching, research and service in the sciences will be integrated into the design allowing UCA to be positioned to capture opportunities that arise in the rapidly changing landscape for higher education. The facilities are also used to provide services for pre-service and in-service teachers. Most courses for pre-service science teachers are offered in this facility through the UCA STEMteach (UTeach replication) program. Professional development opportunities for in-service teachers are offered by the UCA Institute for STEM Professional Development and Education Research (UCA STEM Institute) using the Lewis Science Center facilities. Disciplinary degree programs will work hand-in-hand with teacher preparation programs in the sciences; programs for in-service science teachers will be collaborative with pre-service programs and, importantly, will include active participation of science education researchers. Appropriate information technology will be included to allow our programs to facilitate the delivery of educational programs in the sciences to parts of our state that are currently underserved. Each of these components, along a continuum of learning, will help build the workforce required for Arkansas to embrace the full maturation of our growing knowledge-based economy.
Recommendation: $4,000,000 (Category A)

Institute for Wellness & Restorative Health. The project is a new facility for the College of Health and Behavioral Sciences. The new faculty will provide primary support for the Department of Nursing and the Department of Communication Sciences & Disorders for expanded and updated clinical space, simulation laboratories, research laboratories, and offices. The facility will also include the Center for Healthcare Practice that will provide interprofessional training opportunities through high-quality evidence-based clinical and educational services. All programs in the college will be involved in the Center.
Recommendation: $2,100,000 (Category A)

Fine Arts Building. The project is a new facility for the College of Fine Arts and Communication. The new facility will replace the Snow Fine Arts Center and provide primary support services for the Department of Music and the Department of Theatre. The Snow Fine Arts Center provides inadequate space and has aged significantly. A new fine arts building would provide space for

classroom and practice as well as public performances. The projected building would include a recital hall,
band/orchestra/choir rehearsal halls, traditional music classrooms, music faculty studios, music practice rooms, theater with orchestra pit, scene shop, costume shop/storage, black box theatre, theatre faculty offices, traditional theatre classrooms, receiving and loading docks, administrative offices for both programs, production space for audio/video recording, and storage spaces.
Recommendation: $2,100,000 (Category A)

TECHNICAL INSTITUTES:

Arkansas Tech University – Ozark

Allied Health Building Re-Roof. Replace the roof of the Allied Health Building. The re-roof project covers 100% of the building square footage. A significant portion of the paint on the existing roof is peeling and compromising the structure of the roof. This facility is used for classroom and laboratory space as well as staff office space.
Recommendation: $107,731 (Category A)

Instructional Technology. Arkansas Tech University – Ozark Campus requests funding to improve instructional technology in the laboratory setting. This technology project will support the following:
- Nursing and welding programs of study providing safe instructional environments through the use of simulated technology. This will also allow students to obtain clinical hours on campus and relieve the tight schedules on available clinical space in the health care field.
- Computer lab for the Computer Engineering program housed at Arkansas Tech Career Center in Russellville, AR.

Recommendation: $244,213 (Category A)

Technology Building Restroom Renovation. Arkansas Tech University – Ozark Campus requests funding to renovate eight restrooms in the Technology and Academic Support building. These facilities were constructed as a part of the original building in 1967 and while limited upgrades or repairs have been made for handicapped accessibility, new paint and new water closets, the restrooms have not been significantly renovated since original construction.

The renovation project will include new water closets, sinks, countertops, floor tile, wall partitions, ceiling grid, entry doors, hand dryers, and light fixtures; improvements in ADA facilities; and plumbing and electrical repairs as needed.

The restroom renovation is a critical need and will provide renovated facilities to a major classroom building on the Ozark Campus.
Recommendation: $120,589 (Category A)

University of Arkansas at Monticello – Crossett

Workforce/Collegiate Center UAM CTC. The Workforce/Collegiate Center would be a 14,000 square foot facility built on the campus of UAM College of Technology-Crossett (CTC). The facility would provide much needed space for the following: the Arkansas Workforce Training Center of Ashley County, workforce development training and conferences, the Adult Education Program, and collegiate courses.

State and federal Workforce Investment Act initiatives have spurred the development of one or more Arkansas Workforce Training Centers (AWTC) in each county. The Arkansas Workforce Training Center of Ashley County is located on CTC's campus. The Center's on-campus location has proven to be most beneficial for the school, the AWTC and the students/clients served by each. The referrals of CTC's students to AWTC for services and the reciprocal referral of AWTC clients to CTC for industry preparation, testing, and/or training has been most advantageous for all parties. The multiple resources offered through the AWTC's "One-Stop" design continues to grow. With an increase in staff members and additional services, there will be inadequate space in the mobile unit in which it is now housed.

The Adult Education Program comprises an integral component of CTC's mission and is a forerunner that prepares individuals for post-secondary technical and career training and for college entrance. This program provides remedial academic assistance for business and industry, as well as for individuals who aspire to go into a university program but who have basic skills below college entrance requirements. The CTC Adult Education Program is presently housed in one large, open classroom that presents major obstacles in providing effectively to the array of needs presented by adult learners. Neither federal nor state funds have been available for construction or reconstruction of an adequate space to facilitate the Adult Education Program as it has grown and expanded into new areas of service. In order to maintain the present success and to increase the program's ability to provide appropriate services, the Adult Education Program needs two small classrooms, an English as a Second Language (ESL) center, a small computer lab, and a distraction-free testing room. The Adult Education Program could also share during off-hours, a large classroom that would be primarily dedicated to university/college classes.

Providing classroom space and a computer lab to assist with making college/university courses more accessible have been included in CTC's scope of work for several years. It would be particularly advantageous to offer all the classes on-site needed for the Associate of Applied Science Degree (AASD) that are articulated with CTC's programs. Not only would the students in Southeast Arkansas and Northeast Louisiana richly benefit from the convenience of the on-campus courses, but also CTC and the partnering colleges/universities would have a better graduation rate for that cooperative endeavor. Furthermore,

additional entry-level college/university courses would give young graduating seniors the financial benefit of living at home with no commute for the first year or two of college.

The workforce development training and conference space is a necessary component of this complex, and its availability would add to the value of CTC's contribution to this community and this region. Most regional businesses and industries do not have the luxury of a training and conference area on-site, and the provision of such facilities at CTC would greatly enhance the institution's efforts to meet the needs of business and industry. Many industries combine their training efforts and need facilities that will accommodate 60 or more people, which is difficult to find in this area. Making space available for larger conferences and seminars would enable CTC to provide expanded training that currently is not feasible. Additionally, the computer training needs of business and industry have outpaced their in-house training capabilities, which have increased the need for computer training facilities. The existing computer labs are fully scheduled; therefore, an additional computer lab would give CTC the ability and flexibility to provide computer training as needed for employers.

There is no adequate lease space available within a reasonable distance of CTC. The campus is located in North Crossett, 4.5 miles north of Crossett, and 9.5 miles south of Hamburg. If this complex was located off campus, it would greatly diminish the "One Stop" concept because the service and resources of contributing partners would be segregated. There is, however sufficient acreage for a Workforce/Collegiate Center on CTC's campus.
Recommendation: $1,050,000 (Category A)

University of Arkansas at Monticello – McGehee

General Education Building UAM CTM. UAM's College of Technology-McGehee was formerly Great Rivers Technical Institute prior to merging with UAM in 2003. For some time prior to the merger and continuing afterward, the College of Technology-McGehee has offered college credit courses on its campus. Demand for these courses as well as continued heavy utilization of existing facilities has highlighted the need for additional capacity. The construction of a new facility would allow for expansion of these programs in the colleges service area.

The UAM College of Technology-McGehee is located east of McGehee and therefore no space is available for lease within a reasonable distance. Additionally, lease space would most likely require significant renovation to accommodate the technology needs of this facility.
Recommendation: $1,050,000 (Category A)

NON-FORMULA ENTITIES:

Southern Arkansas University Tech – Fire Academy

Dormitory (Camden Site). The purpose is to house approximately 100 people on campus. This facility will include sleeping quarters, shower, and bathroom facilities, cafeteria and dining area. Living quarters and study area.
Recommendation: $1,050,000 (Category A)

Confined Space/Rescue Tech Simulators. To build props to enhance rescue techniques involved in advanced rescue environments. This will aid in meeting standards set by NFPA and aid in meeting testing methods recommended by IFSAC and Pro-Board accrediting bodies as well as meeting mandates set forth by Arkansas Department of Emergency Management Committee for Search and Rescue. This will include a trench rescue prop. Firefighters will be trained on techniques of shoring and stabilizing ground areas during collapse situation, as well as technical rope and heavy machinery.
Recommendation: $500,000 (Category A)

University of Arkansas – Division of Agriculture

Arkansas Agricultural Research & Extension Centers and Stations. The University of Arkansas System Division of Agriculture delivers its statewide programs through almost 120 locations across the state. There are great needs to upgrade and renovate its primary research facilities as well as some Extension Centers so that it can continue to provide cutting edge science to address the relevant problems facing Arkansas agriculture.

Agriculture is a key driver of the state's economy. The broadly defined agricultural sector, including forestry and spanning the inputs purchased by farmers to the processing and distribution of consumer products, accounts for roughly $20 billion of value added per year and approximately 17-18% of the state's gross state product. Arkansas is a major agricultural state and is in the top 25 states in the production of 24 different commodities including rice (#1), broilers (#2), cotton (#3), catfish (#3), grain sorghum (#4), turkeys (#4), sweet potatoes (#5) and soybeans (#10). The Division of Agriculture has programs for the design, development, and adoption of best practices that directly enhance the economic contribution of the sector. These best practices, based on solid science, are designed to increase profitability, global competitiveness, and environmental sustainability. Meeting the needs of such an important but diverse agriculture requires substantial infrastructure. With increasing global competition, additional regulatory requirements, emerging water management demands, rising input costs and changing retail markets, it is imperative to keep our research relevant that the infrastructure be continually upgraded to keep pace with changing technologies and opportunities.

The Division of Agriculture operates Research and Extensions Centers/Stations at Hope, Kiebler (Alma), Fayetteville, Savoy, Clarksville, Batesville, Newport, Keiser, Pine Tree, Marianna, Lonoke, Stuttgart, Rowher and Monticello. Each location specializes in the commodities and production systems pertinent to the agriculture in its region.

This project will address the pressing infrastructure needs for renovation, restoration and remodeling at our current Centers and Stations across the state to supplement other sources of funding to make much needed improvements. This will also allow for building of new facilities and the purchase of farmland in northeast Arkansas so that the more regionally representative soils can be used in research which is not available at current research locations. This would allow the Division to address the needs of local farmers and agricultural industries for more relevant research and data in the physical area they live and work; the Division currently has no appropriate facilities in this area of the state. These improvements will target needs associated with irrigation, land leveling, water management systems, laboratories, field equipment, greenhouses, poultry houses capable of replicated pen trials, and appropriate storage and handling facilities for agricultural chemicals and water, animal, plant, insect and disease samples.

Recommendation: $2,900,000 (Category A)

Coleman Creek Bank Stabilization. The University of Arkansas Division of Agriculture – Cooperative Extension Service (CES) headquarters is located on University Avenue in Little Rock, on the right descending (southwestern) bank of Coleman Creek in a bend in the creek where the direction of flow changes from southeasterly to nearly easterly. The right descending bank of the creek (i.e., the outside of the bend) has eroded over time to a point where the CES state office building is only about 43 feet from the top of the stream bank. If further erosion continues, it may jeopardize the building.

The Erosion of streambanks is a combination of erosion of the bank by hydraulic forces and mass failure of the upper part of the bank due to gravity. Elevated flows during storm events erode materials immediately above the shale outcroppings that protect the toe of the bank during normal low flow periods leaving cantilevered (overhanging) sections of the top of the bank held together by tree roots and other vegetation. Eventually the cantilevered section becomes too large and heavy to be supported by the underlying material and collapses, dropping trees and other vegetation into the creek as has already occurred at the CES site.

In summary, the threat of bank erosion in Coleman Creek is real and could lead to a portion of the CES building being undermined by the creek if no action is taken to stabilize the creek bank in the near future.

Recommendation: $200,000 (Category A)

Rice Innovation Center. The food processing sector contributes significantly to the Arkansas economy. Approximately $8 billion of value added are contributed each year from food processing, accounting for roughly 8% of the state's

domestic product. This facility will enable research and extension to assist the industry in processing operation optimization, Arkansas product utilization and food safety. When tied to the UA System Division of Agriculture's other programs in sensory science, breeding, genetics and farm production technologies, this facility could greatly enhance the quality and market competitiveness of Arkansas food products and the broader agricultural production in the state. Pilot scale processing studies can lead to greater efficiencies in processing technologies while enhancing both product quality and food safety.

The Center would include: 1.) an educational facility capable of hosting training conferences of 150-200 attendees; 2.) a pilot plant dedicated to processing that would have the capacity of assessing processing performance of grains as well as assist food entrepreneurs in Arkansas with product development and initial test production; and 3.) laboratory and office space. The square footage of the facility would be approximately 20,000 square feet.

Recommendation: $1,000,000 (Category A)

University of Arkansas – Clinton School

Servers/Technology Upgrades. The project would upgrade/replace servers, routers, and computer equipment. Some of the equipment has been in use since the Clinton School's inaugural class entered in 2005.

Recommendation: $75,000 (Category A)

University of Arkansas - Criminal Justice Institute

CJI Forensic Lab and Classroom Equipment. Since 1996, the Forensic Sciences and Computer Training Division (FSCTD) of the Criminal Justice Institute (CJI) has developed and delivered education and training programs focused on crime scene evidence identification, collection, documentation, and preservation. This training is vital to helping law enforcement prevent and solve more crimes in their communities. A unique aspect of these programs has been to provide law enforcement personnel with practical exercises and demonstrations that are based on real life scenarios that afford officers the opportunity to practice essential procedures and techniques. Forensic technology has and will continue to rapidly change. CJI provides the Arkansas law enforcement community with the only opportunity to keep pace with the critical advancements in forensic technology.

In order to provide "real life" exercises, actual crime scene equipment and materials must be used. To enhance the educational experience and the safety of students participating in FSCTD courses, $103,700 for additional equipment is requested. These funds will enable CJI to purchase forensic light sources, digital cameras and accessories, a digital video and editing system for online class video clip production, a Cyanoacrylate Fuming Chamber with filters and cart for extracting

fingerprints using heated superglue, down-flow and chemical workstation maintenance and filters, and a truck with towing package to tow our crime scene trailer. This equipment will enhance the mock exercises and scenes created for the students as well as provide them with exposure to additional methods and techniques for locating, processing, documenting, and preserving crime scene evidence.

The safety of students will be enhanced by maintaining equipment that will allow them to process evidence using a variety of powders, chemicals, and sprays. These items are essential in enhancing the ability of Arkansas law enforcement to maximize the value of forensic/crime scene evidence in criminal investigations.
Recommendation: $103,700 (Category A)

CJI Equipment Upgrades. The Criminal Justice Institute moved to our current location, 26 Corporate Hill Drive, in January 2013. In order to efficiently and effectively utilize this new facility, including classroom and forensic laboratory space, the Criminal Justice Institute is requesting $240,000 for technology and equipment upgrades. This request addresses servers and LAN system back-up, projectors and other instructional equipment needed for classrooms, computers, laptops, and printers.
Recommendation: $240,000 (Category A)

University of Arkansas – Arkansas Archeological Survey

ADA Accessible Doors. Main entrance to facility is not ADA accessible. It is constructed of two sets of glass double doors. While the sidewalk is wheelchair accessible, the doors opening outward, are not.

Dock entrance to facility is not ADA accessible. It is constructed of a cement dock leading to a steel door. While the dock and the sidewalk leading to the entry are wheelchair accessible, the door, opening outward, is not. The panels for push button entry both inside and outside the facility have been installed, however, they do not work and need repair.

This capital funding request is to convert a total of three doors to be ADA accessible/compliant.

Per the pricing schedule provided in Appendix E of the FAP manual under "other miscellaneous items", $.50 x 29000 sqft x 3 doors = $43,500 for the estimated cost of the project.
Recommendation: $43,500 (Category A)

University of Arkansas – ARE-ON

Technology Infrastructure Improvements - Arkansas Cloud Equipment Upgrades. As ARE-ON's first generation optical platform reaches its 10-year end-of-life, there is a need to upgrade it with optical equipment that incorporates the latest networking architecture support. Software defined networking is increasingly becoming an important factor in the R&E and Cloud environment. By enabling this level of native functionality in our network, we will not only be able to more effectively combine State owned research instruments, but also more effectively participate on a national scale.
Recommendation: $525,000 (Category A)

Technology Infrastructure Improvements Fiber Renewal/Acquisition - Mena, De Queen, West Helena. ARE-ON has existing fiber leases that need to be renewed and would like also to acquire fiber to the remaining community college members currently accessing the network through leased circuits. The fiber renewals are vital to the continued operation of the research network that allows researchers to compete on a national level for funding. The new fiber would be acquired using a public-private partnership model and would expand the presence of middle-mile fiber in rural areas of Arkansas.
Recommendation: $500,000 (Category A)

University of Arkansas - Arkansas School for Math, Science and Art

Multi-Purpose Building (Community Hall). The Community Hall will serve as a multipurpose building that can be used for assemblies, physical education classes, wellness programs, performing arts, science fair, special meetings, dances, as well as a variety of other campus programs and outreach events. Since ASMSA's founding in 1993, the school has had no large, open-space facility to accommodate the basic needs of our school. As such, ASMSA is required to rent space from other entities to meet the most basic functions of group academic, student life, and outreach programs. The scope of every ASMSA unit is severely limited by not having a multipurpose space large enough to accommodate our full community of learning. Even the most basic of school assemblies for the student body must be held at an off campus location.
Recommendation: $525,000 (Category A)

Learning Courtyard. With plans moving forward for construction to begin on the Creativity and Innovation Complex in 2016, ASMSA estimates a demolition of the former hospital complex/Residence Life Building by the City of Hot Springs in late 2018 and into 2019. The property, which will be gifted to ASMSA, is a prominent zone in downtown Hot Springs. The Learning Courtyard is an essential component of the campus transformation while also ensuring ASMSA's role as

hub along historic Central Avenue in Hot Springs. The Learning Courtyard, which a prominent stair-step outdoor amphitheater, also addresses a considerable elevation change between the front of campus and the emerging "upper campus" of the Student Center, Creativity and Innovation Complex, Chapel, and Faculty Hall.
Recommendation: $500,000 (Category A)

University of Arkansas – System Office

Technology Upgrades. The University of Arkansas System Office provides critical legal, financial and internal audit services to eleven (11) institutions of higher education and six (6) non-formula entities serving state-wide missions. Centrally located in Little Rock, the System Office hosts numerous meetings for UA System institutions, as well as other higher education and state entities. The University of Arkansas System Office would like to improve collaboration technology options with the different System institutions. Utilizing cloud services and technology, the System office seeks to facilitate more online meetings to reduce the amount of travel required by each campus. This enhanced interaction will become more important as continued efforts toward efficiency require more central coordination. Funding is needed to acquire technology hardware to allow for faster and enhanced internet functionality for cloud computing and related services.
Recommendation: $250,000 (Category A)

System Office Expansion. Since the University of Arkansas System Office was constructed in 1997, both the number of entities and campuses and the enrollments per campus have expanded. The System Office building is used by all of the UA system campuses, as well as other education and community organizations. The staffing level required to provide critical financial, legal and internal audit services to the eleven (11) institutions of higher education and six (6) non-formula entities serving state-wide missions has also grown. Expansion of the current UA System building will provide some much needed space.

This project of approximately 5,000 square footage would provide for the addition of a larger conference room, two additional ADA compliant restrooms, additional office space and critical storage space.
Recommendation: $775,000 (Category A)

University of Arkansas for Medical Sciences

Central Building Code Upgrade. With the construction of the new UAMS Patient Tower (hospital), the State Fire Marshall gave UAMS a period of 12 years to perform required code upgrades in what is known as the Central Building. However, UAMS space needs have grown and has led to occupancy of vacated

space by various business and support personnel for the Hospital and the College of Medicine.

As the twelve-year deadline approaches, there are few options available for the campus. Because of the age of the building and the mandated needs to bring it up to current building codes, a new energy efficient building that would meet all requirements outright and fulfill campus space needs now and for the future would be the optimal solution. However, the cost of such a construction project proves prohibitive.

The major portion of this project will update the 60-year old Central Building to address all of the various code compliance issues on floors 3 through 8 by adding sprinkler systems, completing other fire & life safety items and modernizations for a high-rise building. The remainder of the costs will be for the restoration of three floors of hospital inpatient areas in the A-wing. Thus, the project will address the Fire Marshall mandate, the need for more hospital beds and overall space needs while assuring a safe building for all occupants. **Recommendation: $4,200,000 (Category A)**

EPIC Expansion/Implementation to UAMS Regional Programs Primary Care & Northwest Clinics. With its intersection of education, research and clinical programs, UAMS has a unique capacity to lead health care improvement in Arkansas. Among its assets for leadership are its status as the only academic health center in the state, its statewide network of centers for public education and clinical outreach, its emphasis on population health, and its leadership in health informatics and statewide information technology.

UAMS Medical Center and its patient care locations in Little Rock use the Electronic Health System (EHS) known as EPIC. This project is designed to expand its use to the Primary Care Clinics managed by UAMS Regional Programs across the state of Arkansas and also those specialty clinics operating at the UAMS Northwest Campus. Governed by an Executive Committee consisting of both UAMS Little Rock and Regional Center executives, the project includes, but is not limited to, the following:

- Developing standards of care templates and workflows that will enable our clinical providers to apply best practice standards to patient care services across our Primary Care Service Lines. This will significantly enhance the teaching and training of primary care providers across all regions of this state.
- Migrating, at minimum, the following systems to Epic: patient scheduling, patient arrival, EMR, Revenue Cycle (HIM, Billing, Collections) and Patient Portal.
- Developing required Patient Center Medical Home (PCMH) /Shared Savings functionality that bring quality care at the lowest price point.

- Expanding the infrastructure of this EHR system type across the state and opening up the opportunity for other rural providers to connect to this network and system at a later date and time.

The expansion of EPIC aligns with UAMS Vision 2020, the goals of which include:

- Create an integrated, patient-centered health care environment that effectively and efficiently produces better health outcomes, enhances the patient and family experience, provides the best care closest to home, and fosters clinical program growth at UAMS
- Educate culturally competent professionals equipped with the knowledge, skills and abilities to adapt to changes in the healthcare field
- Continue to develop and expand nationally recognized, multi-disciplinary research programs aligned with health needs in the state and nation
- Develop research, educational and technical assistance expertise in population-health strategies to promote prevention efforts for high-priority health issues and to improve the health of Arkansans
- Support the talent-rich environment at UAMS through employee support programs, enhanced organizational communication and employee development

Recommendation: $2,000,000 (Category A)

Hospital Clinical Equipment. UAMS Medical Center has long been a local clinical care provider and a major referral center for seriously ill patients from throughout Arkansas. University Hospital is the only comprehensive teaching hospital in the state for students pursuing medical and other healthcare degree programs. The hospital and its affiliated clinics provide access to world-class care from faculty physicians and superbly trained doctors, nurses, and other healthcare professionals.

In order for UAMS Medical Center to provide the medical needs of patients and educate students in the latest and best methods of delivery of these services, it needs an environment with features necessary for a modern healthcare facility. The completion of the new hospital in 2009 provided exceptional core inpatient facilities. However, the increased volume of services the Center has provided and the rapid changes and developments in diseases and treatments that have occurred since its opening, make apparent the need for equipment replacement and new purchases.

The older age of some and the lack of other, more innovative, types of equipment required for new methodologies in treatment, limits the hospital's ability to provide, at home in Arkansas, services for patients with any type of medical problem and to expose students to the use of the most up to date technological medical equipment.

For example, with its many manifestations, lung, breast/prostate and colorectal being the most prevalent, cancer has been a focus of medical efforts for generations. With the rate of 185-207 per 100,000 population, Arkansas ranks high in the number of deaths associated with this disease. Cancer is the second largest killer of Arkansans after heart disease. However, research efforts have provided those contending with the disease multi-faceted developments to aid in their efforts.

One such tool is the Positron Emission Tomography (PET) which uses small amounts of radioactive materials called radiotracers, a special camera and a computer to help evaluate organ and tissue functions. By identifying body changes at the cellular level, PET may detect the early onset of disease before it is evident on other imaging tests. PET CT has a number of applications in relation to the detection of cancer along with determining the effectiveness of a cancer treatment plan.

The below items of equipment are being requested.

ICE Equipment Requests		
Item	**Equipment Extended Cost**	**Item Description**
Pet CT	$ 3,500,000	Replacement of equipment. Positron emission tomography (PET) uses small amounts of radioactive materials called radiotracers, a special camera and a computer to help evaluate your organ and tissue functions. By identifying body changes at the cellular level, PET may detect the early onset of disease before it is evident on other imaging tests
Varian Truebeam 2.5 Upgrade-stereotactic Upgrade with 2 Perfect Pitch Couches.	$ 1,675,730	Upgrade to 2 existing Varian treatment machines. Upgrading both machines is essential to clinic efficiency and flexibility. This would require a software upgrade to ARIA 13 which is included in an existing annual ARIA maintenance contract. However, the Varian Framework Agent Server is required to support ARIA 13. The server will cost somewhat less if this equipment upgrade is purchased because some items are included in the equipment upgrade quote.
CT Scanner (for shell space in ED)	$ 1,300,000	Additional/New CT volume is up, and we need additional coverage for ED
Siemens MRI upgrade	$ 1,100,000	Upgrade of the current MRI
IV Preparation Robot	$ 1,000,000	IV robotic system to compound a combination of IV syringes and/or IV bags depending on the clinical need.
SPECT/CT	$ 1,036,500	Single-photon emission computerized tomography (SPECT) scan allows the ability to analyze the function of some internal organs. SPECT scan produces images that show how your organs work.
Tandem Mass Spec. with detector (2 @ 285,000)	$ 570,000	Clinical Mass Spectrometry Laboratory provides a resource focusing on the application of mass spectrometry in complex clinical and biological samples
Mammography Ultrasounds	$ 561,000	Mammography ultrasound is non-invasive and often used as a follow-up test when there is an abnormal finding on a mammogram, breast MRI or clinical breast exam
Slit Lamps	$ 520,000	Slit lamp is an instrument that provides a magnified, three-dimensional (3-D) view of the different parts of the eye
Philips Portal Upgrade	$ 470,000	Facilitates access to imaging and radiology test results
Optia	$ 468,000	Optia Apheresis System is the next-generation therapeutic apheresis and cell collection platform that allows clinicians to spend more time focusing on patient care
Mammography Tomosynthesis Unit	$ 435,000	Breast tomosynthesis takes multiple images of the entire breast to allow for earlier detection of small breasts cancers; great accuracy in pinpointing abnormalities; increased likelihood of detecting multiple tumors and clear images of tissue
Anesthesia machines	$ 391,700	Replacement of anesthetist equipment
Digital Portable X-Ray Machine	$ 390,000	Digital X-ray sensors are used instead of traditional photographic film. Advantages include time efficiency through bypassing chemical processing and the ability to digitally transfer and enhance images. Also, less radiation can be used to produce an image of similar contrast to conventional radiography.
Stretcher Project - placeholder in budget	$ 360,000	Replacement of stretchers
Provation Software	$ 350,000	Software replaces dictation and transcription, allowing physicians to efficiently document procedures at the point of care.

New Voluson E10 US Machine	$ 250,000	The Voluson e10 provides the most advanced technology for the console-based Voluson ultrasound machines. Its new architecture provides faster processing on a number of levels, including: the first electronic curved array 4D transducer (non-mechanical), faster processing speed, more automation, improved HDLive functionality, better penetration, and overall higher quality imaging.
Mammography Stereotactic Breast Biopsy Table	$ 335,000	Stereotactic breast biopsy uses mammography – a specific type of breast imaging that uses low-dose x-rays – to help locate a breast lump or abnormality and remove a tissue sample for examination under a microscope. It's less invasive than surgical biopsy, leaves little to no scarring and can be an excellent way to evaluate calcium deposits or tiny masses that are not visible on ultrasound
Ultrasound (for main department)	$ 335,000	ultrasound machine
Radial probe/driver/EUME2	$ 302,104	Provides high resolution and an image display that promotes clear visualization, the EU-ME2 brings real clarity to your EUS (echo-endoscopy) procedures, supporting better detection and characterization of lesions
Digital Rad Room (OPC)	$ 335,000	digital diagnostic x-ray equipment for ambulatory
Digital Rad Room (Family Practice)	$ 335,000	digital diagnostic x-ray in the distributed clinic

Total $ 16,020,034

The growing demand for UAMS clinical services is one important opportunity for growth and expansion. This growth hinges upon the replacement of old and the introduction of new, state-of-the-art clinical equipment.
Recommendation: $1,000,000 (Category A)

North East Central Energy Station. The project consists of building a new energy plant in the northeast section of the UAMS Little Rock campus. This plant would allow UAMS to achieve lower electricity costs for the east side of campus by installing backup generators that will qualify for the Optional Interruptible Service (OIS) tariff and provide electrical power and cooling in the event of a power failure.

This plant would allow power to be restored very quickly (no more than a matter of minutes), and could continue operation for 48 hours before refueling. In addition, this plant would provide additional power during peak electrical use, allowing Entergy to shift generation to UAMS. It will support the current power plant and provide for future campus energy needs.
Recommendation: $1,000,000 (Category A)

COLLEGES:

Arkansas Northeastern College

Workforce Training Building. The College has experienced increasing student and local industry which includes Big River Steel demand for expanded Occupational and Technical Workforce Training spaces and associated qualified instructors and programs. Currently, the only space available are 1) a leased 26,000 square foot metal building originally constructed as a warehouse/distribution center for Pepsi Cola products and 2) a leased 30,000 square foot metal building originally constructed as a manufacturing & assembly facility. Both buildings are located across town in the industrial park and are

inconvenient for our students. Roof failure issues persist with both metal buildings, placing at risk the currently owned training equipment. Fifty-year old spaces located at the ANC Burdette Center are being utilized to accommodate the ANC Technical/Secondary Center. To meet the demand and continue to be responsive to our constituents, ANC must provide a state of the art facility near the main campus for workforce training and technical education. Finally, the new facility is a high priority for prospective industries investigating the workforce preparedness of the area population. The prospective industries expect a quality, timely training program with the state-of-the-art facilities for these needs. Significant financial participation by private industry partners is anticipated.
Recommendation: $1,850,000 (Category A)

Nursing & Allied Health Building (Paragould).   The new building will house the specialty facilities accommodative of nursing and other allied health related programs. The College has operated the Nursing and
Allied Health Programs in a leased facility for eleven (11) years. This facility is a renovated motel, which the program has outgrown. The main facility will contain classrooms and clinical laboratories equipped with current technologies. This facility will serve the expanding health care industry in the Paragould region.
Recommendation: $1,000,000 (Category A)

Arkansas State University – Beebe

IT Services Data Center. The department of Information Technology Services and the Data Center are currently in the State Hall Building. Space for the department staff and for the data center are horribly inadequate in both space and serviceability. The Data Center is actually separated in two different rooms without the proper climate control and poor security. The space available for offices, storage and training is also inadequate. Additionally, the department of Information Technology Services and the Data Center relocation would provide critical space for other departments housed in State Hall.

State Hall is a very old building housing many departments containing student and financial records. It would be beneficial to the University to house the Data Center in a separate building not so susceptible to loss from fire or other natural disasters.
Recommendation: $2,000,000 (Category A)

State Hall. The State Hall Building was built on the Beebe campus in 1938 and is one of the three original buildings of the campus. State Hall houses senior level administrative offices, Registrar, Financial Aid, Business Office, Institutional Research, Public Information, and Information Technology Services. The building requires a total renovation to update the building in appearance and mechanical/electrical/technological systems.
Recommendation: $1,375,000 (Category A)

Arkansas State University – Mountain Home

Occupational Technical Center. ASUMH has been approved to offer three new occupational and technical programs, Automotive Repair, Heating, Ventilation, and Air Conditioning, and Mechatronics; in addition to our current Welding program. In order to accommodate the addition of these programs and growth in enrollment, ASUMH has entered into a building lease, with the option to purchase the property. This request is to purchase the property and make building alterations necessary to operate our occupational and technical offerings.
Recommendation: $1,850,000 (Category A)

Health and Wellness Center. This new facility will incorporate current physical education courses, along with health and wellness courses, such as weight training, aerobics, and community health education. Potential functions of the facility include a gymnasium, walking track, weight room, fitness instructional area, classrooms, and faculty and staff offices.
Recommendation: $1,000,000 (Category A)

Arkansas State University Mid-South

Classroom Instructional Technology Equipment Replacement. Classroom Instructional Technology Equipment Upgrade - Most of our classrooms are currently using technology that is more than 5 years old with many of the devices failing due to age and use.
Recommendation: $102,000 (Category A)

Arkansas State University – Newport

STEM Classroom/Lab Building ASUN Jonesboro Campus. Arkansas State University-Newport plans the construction of a new STEM classroom/laboratory building on its campus in Jonesboro. The approximately 30,000 square foot facility will contain classroom and laboratory space to address growth and requests from local industry partners related to technical/workforce education in desperately needed STEM related careers. This building will house programs that directly correspond to growth in the area, as well as specific requests made by industry leaders in the local industry. The facility will include classrooms, lab space, and faculty offices as well as state of the art built-in equipment to support program growth.
Recommendation: $1,000,000 (Category A)

Administration Building ASUN Newport Campus. Arkansas State University-Newport plans the construction of a new administration building on its campus in Newport. The approximately 15,000 square foot facility will contain space to

address growth and will free up space in other campus buildings to allow for program growth and support. In addition, this building will centralize offices that provide critical administrative functions in support of students.
Recommendation: $750,000 (Category A)

Building and Transportation Tech Building ASUN Newport. Arkansas State University-Newport plans the renovation of an existing classroom building on its campus in Newport. This renovation will allow updates to support new technical programs. The college will renovate approximately 5,750 of the existing 14,800 square feet. The facility remodel is needed to address the demand for more technical education programs in the area. The building will also help the institution keep pace with high growth programs and provide additional space for on-going operations.
Recommendation: $547,500 (Category A)

Main Building Remodel ASUN Jonesboro Campus. Arkansas State University-Newport plans the renovation of an existing classroom building on its campus in Jonesboro. This renovation will allow updates to support new technical programs. The college will renovate approximately 15,000 of the existing 28,535 square feet. The facility remodel is needed to address the demand for more technical education programs in the area. The building will also help the institution keep pace with high growth programs and provide additional space for on-going operations.
Recommendation: $552,500 (Category A)

Black River Technical College

Student Information System Upgrades. The current student information system used by BRTC to handle all of the various aspects of student registration, billing, financial aid, payroll, financial reports, etc., has been in place for approximately 20 years. This system, while functional, has gone long past being efficient when compared to more current alternatives. In addition, the System supplier has indicated that they will only support the hardware required for this system for a few more years. These factors combined with the desire to be able to offer more advanced technology features to our students, faculty and staff have caused us to seek an alternative technologically advanced system.
Recommendation: $1,062,000 (Category A)

"A" & "B" Bldg. Renovation. These two buildings are the original 1973 buildings that housed all technical programs. The roof structure for "B" building has exceeded its life expectancy and is in need of replacement. Updating of the restrooms in buildings "A" and "B" will bring the equipment up to current standards.
Recommendation: $157,500 (Category A)

Fire Science Equipment Storage. A storage building for Fire Science Program to house the Fire Truck along with other firefighting equipment. This new construction will allow for the truck and equipment used for training students to be housed on campus instead of an off campus location.
Recommendation: $157,500 (Category A)

AC/Library Equipment Replacement. The existing Boiler is the original equipment installed at the time of construction. A new boiler for these buildings will improve reliability and save on energy consumption.
Recommendation: $54,000 (Category A)

Grounds Maintenance Equipment Storage. This storage building will be used to house the tractors and landscape equipment for grounds maintenance on the campus. The campus is in the process of obtaining equipment such that landscaping needs will be handled in house.
Recommendation: $90,000 (Category A)

Technical Education Building. Currently the location that houses the technical programs (Welding, Electricity, and Machine shop) are located in the original 1973 building, the wiring, lighting, roof structure, ceiling grids, overhead doors, exterior doors, windows, boiler, etc. are part of the original construction, these areas are in need of updating to the point that new construction is the best alternative. We anticipate growth in these technical programs due to the participation with local public K12 schools, this Pathway career readiness incentive would allow students the ability to obtain post-secondary certifications while still attending high school.
Recommendation: $1,167,000 (Category A)

RCDC Renovation. This building was built in 1986 the renovations needed to this building consist of updating of restrooms, updating lighting to LED, along with other necessary updates that will be beneficial for students along with faculty.
Recommendation: $162,000 (Category A)

Cossatot Community College, University of Arkansas

Technology Upgrades. Audiovisual Classrooms: Across the three campuses, we have six Audio Visual (AV) classrooms, two per campus. The equipment in our AV classrooms is 8 and 10 years old respectively, meaning it is at the end of its life. This equipment does not allow us to offer high definition, video lecture capturing, or off-campus access as many students today expect. This equipment needs to be replaced with a cloud or hybrid-cloud based equipment that will reduce the cost of ownership and enhance student-teacher collaboration.

Network Infrastructure Upgrade: Our campus network infrastructure (backbone) dates back to the mid-1990s, and is inadequate for today's equipment and the

increasing student loads of today. This equipment needs to be replaced with new single-mode fiber cable and switches, capable of handling the traffic between campuses and the cloud.

Disaster Recovery/Business Continuity: We are in desperate need of hardware (servers, storage, backup power, etc.) required to complete our disaster recovery/business continuity (DR/BC) plans. We currently have very limited resources to ensure continuity of operations in the event of a disaster or even a prolonged power outage.

Campus PC Replacement: Many of our student lab computers are 7 to 10 years old, well past their life expectancy. Due to age, replacement parts are no longer available or not cost effective to install. Replacement of these computers will also allow us to offer current classes, such as Coding/Programming, to our students. **Recommendation: $600,000 (Category A)**

HVAC Replacement. The Leeper Building on the Sevier County campus was renovated in 2002, and a portion of the HVAC equipment was replaced at that time. The remaining HVAC equipment in this facility is approaching twenty years old, and in desperate need of replacement. When replacement units are available, college maintenance personnel are licensed to install. **Recommendation: $58,000 (Category A)**

Student Commons. The Sevier County campus of UA Cossatot is the main campus and the largest of the three campuses. Originally constructed as a Vocational Technical college with four separate buildings, the campus has grown to ten classroom and/or lab buildings with no central space for students to gather and interact. Our request is to construct a Commons area, tying three of our main facilities together into one contiguous structure, giving students a place to study, learn, and grow in the college experience. **Recommendation: $1,000,000 (Category A)**

Convocation/Education Center. UA-Cossatot has been one of the fastest growing community colleges in Arkansas for the past several years. As such, the campus in Howard County struggles to have adequate classroom space. We are requesting to add a facility with eight classrooms (including supportive faculty and staff offices), a 200 seat lecture hall, and a multi-functional arena for physical education classes, community functions, and college activities. **Recommendation: $1,192,000 (Category A)**

College of the Ouachitas

Health/Science Technology Building. This new facility will incorporate all of the science programs, health science programs and laboratories to support instruction in these areas. Growth in our health science programs has resulted in our only science laboratory being overtaxed. We are currently using other

program classroom space to conduct classes and our simulated clinical space has also reached peak usage. Once construction is complete and the new facility occupied, we will repurpose the old space for use in our business technology program.
Recommendation: $1,600,000 (Category A)

Technology Infrastructure Improvements. The College is in need of a Local Area Network cable plant upgrade. The cable plant is currently able to support a maximum speed of 1 GB. With increased video and converged end-points, this plant will need to be upgraded to accommodate speeds up to 10GB.
Recommendation: $250,000 (Category A)

Conference and Student Center. This new facility is requested to house our Student Services staff that will support our efforts to provide a complete one-stop service center for all of their student support needs. This new building will also support space for graduations and other large venues that the college currently lacks. With support from our local community, we anticipate these spaces to be made available for conferences and other local business and industry purposes. We plan on soliciting FEMA funds for a portion for the construction of a safe room for the campus and community.
Recommendation: $1,000,000 (Category A)

East Arkansas Community College

Technology Infrastructure & Systems. EACC has conducted evaluations of existing campus technology systems in areas of safety, security, environmental & energy management controls, and general technology operations in support of the academic programs, as well as administrative operations, in order to determine areas where improvements are needed for greater program effectiveness, and significant long-term operational efficiencies and cost savings. The following capital project will provide the necessary technological infrastructure improvements to address the identified needs:

- Replacement of Campus analog telecommunications system with VOIP Digital telecom system.
- Installation of comprehensive Energy Management System to control environmental HVAC systems in all college facilities.
- Installation of Network-based campus video security and facility access system to replace old and inadequate existing analog system.
- Installation of access controls system for improved campus security, safety and accessibility.

Recommendation: $363,500 (Category A)

Maintenance Building. The renovation of the current Maintenance Building and expansion would include an addition of approximately 1,900 sq. ft. for housing of personnel, equipment, and storage. It would also allow for the current portion of the facility to be covered with brick veneer siding that matches existing buildings

on campus and in its general vicinity. At this time, the College does not have adequate storage facilities on campus and this would allow all stored items to be brought back to campus and eliminate the need to rent storage offsite.
Recommendation: $280,950 (Category A)

Student Center. This project would provide needed space for a student lounge and activities area as well as offices to house Student Recruitment and Student Activities personnel along with Student Government representatives. Currently, no space exists that can be dedicated to students for activities, entertainment, presentation, etc. Another issue that should be considered is that a large number of EACC students commute to campus from great distances and therefore spend a majority of time before and after classes on the campus.
Recommendation: $1,250,000 (Category A)

Renovation of Classroom Bld. 3. This project would allow for the renovations of Classroom Building 3 on the EACC campus. This facility was constructed in 1986 and in part has been used as Allied Health classrooms and labs. Since a new Allied Health Center has been completed, a complete renovation is needed to convert this space to general use up-to-date classrooms. This two story building also needs to have an elevator installed to accommodate students, faculty & staff with disabilities.
Recommendation: $455,550 (Category A)

National Park College

Classroom Technology. With changing program needs, in order to stay current and increase enrollment, NPC needs the latest instructional equipment. This project consists of the following improvements:
- Classroom podium computers (36) attached to overhead digital projects to either replace old equipment or to enhance traditional classrooms.
- Implement 300 Student classroom stations with Thin/Zero clients to improve the manageability of software rollouts to student computers.
- Replace student side network switching components to increase data capacity for many campus computer labs.
- Blade center hardware additions to increase the flexibility of managing student classroom Thin/Zero client stations, and reduce power consumption.

Recommendation: $720,000 (Category A)

Infrastructure Improvements. Infrastructure to support classroom technology requires upgrades in order to serve the needs of students in the areas of testing, on campus classes, and web based classes. This project consists of the following improvements:
- Implement High Availability Disaster Recovery Data & Replication Center.

- Increase the bandwidth of NPC's LAN by replacing the current network switches with high performance switches throughout the campus.
- Consolidate the network servers with server array technology. Server arrays on each end of the campus will enhance reliability and performance to provide optimal instruction.
- Provide centralizes natural gas backup power units for mission critical data closets.
- New campus wide phone system for the campus, including support and infrastructure. The existing phone system is outdated and replacement parts are no longer available.
- Remodel current Server Room/Data Closet

Recommendation: $1,605,000 (Category A)

Construction of Learning Commons. A new Learning Commons Center will be constructed to serve as a "one stop shop" for all student service needs. It will house counseling, financial aid, testing/carrier center, and all other student services. The learning commons will also include an e-library and four 65 seat classrooms along with a 450 seat auditorium; which are not currently available. The vision is to provide better service for our students and use as a recruiting tool to increase enrollment.
Recommendation: $775,000 (Category A)

North Arkansas College

Admin. ERP & SIS Software System. Northark has been notified that support for the POISE PX Administrative Software system that the college has been using since 1982 will be discontinued within the next few years. As the management and reporting of all administrative, financial and student data relies on this system, an upgrade replacement is desperately needed.
Recommendation: $1,300,000 (Category A)

Roof Renovations. In spite of repeated patch and repair efforts to the flat roofs of the Durand Center and Library, roof problems continue. To rectify these inherit flat roof problems, a pitched roof cap renovation is proposed.
Recommendation: $1,000,000 (Category A)

N. Campus Student Resource Area. North Campus technical education students need a dedicated support area for student tutoring, counseling, advising and general student support services. Technical program resource material and a limited number of computer stations will also be provided.
Recommendation: $100,000 (Category A)

S. Campus Library Renovation. From when the current Library facility was designed and constructed in 1992, many new and different academic reference

and instructional support technologies, services, conventions and student learning patterns have evolved.

This renovation project will transform the outdated "stack" design areas into modern, high-tech educational reference and study areas. Spaces will be redesigned to include quiet individual study areas with a mixture of traditional chair/desks combinations, comfortable upholstered easy chairs, small and medium enclosed areas for student group study, an enclosed computer lab area and individual computer access stations throughout the facility.

Recommendation: $450,000 (Category A)

Northwest Arkansas Community College

Washington County Center. Since Washington County is part of our service area, plans are underway to establish a center in Washington County. This center would address the requirement for workforce training responding to the needs of the local business community and the state. Funds would be used for start-up costs, including planning and architectural services, furniture, and equipment.

Recommendation: $961,325 (Category A)

Burns Hall Bathroom Renovation. Proposal is selective demolition of current lavatories, wall and floor tiles, and areas of wallboard. Replace tile, partitions, fixtures, towels and soap dispensers. Install materials that will not harbor bacteria and will be safer for students, employees, and visitors. These lavatories are 21 ± years old and are original to Burns Hall.

Recommendation: $160,000 (Category A)

Library Remodel. The NWACC Library counts approximately 900 visitors per day during the fall and spring semesters. It houses 25 public computers and a classroom for Information Literacy Instruction with an additional 24 computers, plus 16 laptops for checkout on-site. Recent seat counts show almost all seats are occupied during the peak hours of 10am-2pm, Monday- Thursday, with some students sitting on the floor, and spill over into the library classroom if it is not in use. We currently have two group study rooms that are consistently booked for the last two weeks of each semester, and frequent student requests for additional group study rooms. Our physical collection also currently has no room to expand, requiring staff to weed and shift the book and media collections frequently as we add new materials.

The library would benefit tremendously with additional floor space. The current location of the library, located off the main lobby of Burns Hall, is ideal for student and community access, so expanding outward and upward would be the ideal solution. Will need to expand upwards for additional seating, open and closed group study spaces, and expanded electrical and technological infrastructure.

Recommendation: $111,300 (Category A)

Storm Drainage, Leveling, & Replanting (after removal of railroad spur). A section of the Arkansas -Missouri Railroad Spur that runs through the center of campus has been purchased by the state as part of the 1-49 expansion and gth Street crossover. The tracks will be removed and adjacent space will be available to NW ACC. After removal of the tracks, the land will have to be leveled and replanted. Additionally, storm drainage will be installed.
Recommendation: $190,000 (Category A)

Burns Hall East Wing Renovation. Burns Hall was constructed in 1995. Many of the classrooms, offices and common areas are beyond the extent of their useful life. The remodeling of these areas is needed to preserve the building, reduce repair costs, and enhance student learning experience**.**
Recommendation: $151,900 (Category A)

Parking Garage. The parking garage is a five-level structure that was constructed in 2006. The garage needs drainage added, restriping and sealing of all horizontal surfaces, lighting improvements and overall general enhancements.
Recommendation: $1,500,000 (Category A)

NCPTC Generator. Currently, there is not a generator on site to serve as back-up in the event of power loss. The building is used for training for child protection advocates and students.
Recommendation: $40,000 (Category A)

New Physical Plant Facility. The current structure is too small to operate NWACC efficiently. The facility would accommodate and protect equipment while providing the necessary area needed to perform daily duties.
Recommendation: $400,000 (Category A)

Emergency Notification Enhancements. NW ACC is in a multiphase deployment of a new, IP based, facilities centered emergency notification system. This system allows for NW ACC administration to issue geography based notifications without delay, thus enhancing the current infrastructure. This deployment has currently been extended to include all phones on campus. The next phase will include common-area spaces that do not currently have notification sound and visual penetration.
Recommendation: $43,000 (Category A)

Ozarka College

Information Technology Center. There is an immediate need for additional space to support Ozarka College's Information Technology program and to provide additional space for students to study, interact with study groups, and obtain tutoring and counseling services on the Sharp County campus.
Recommendation: $1,500,000 (Category A)

Fulton County Education Center. There is a need for additional space to accommodate student needs on the Fulton County campus. Additional space is needed to expand the curriculum, provide more classroom and laboratory space, and to have a designated area for students to study, interact with peers, and obtain tutoring and counseling services.
Recommendation: $1,000,000 (Category A)

Health & Fitness Center. There is a need for additional space to house a health and fitness center on the Stone County campus. At the present time, we do not have the facilities or equipment to offer physical education courses at this location.
Recommendation: $350,000 (Category A)

Phillips Community College of the University of Arkansas

Roof Repair & Replacement. Roof repair or replacement on four buildings on the Helena-West Helena campus and the Training Center building on the DeWitt campus:
- Technology & Industrial Training Building - $300,000
  - This building houses technology classrooms, cosmetology, compressed video, drafting, Career and Technical Center classes, and Gear-Up grant program activities.
- Gym - $750,000
  - The Gym is used for community service, intramurals, and houses the fitness center for the College. Age of roof is 30 years.
- Fine Arts Building - $250,000
  - The Fine Arts Building houses classrooms, auditorium, community service, and the art gallery.
- DeWitt Campus - $75,000
  - Portions of the roof of the DeWitt Training Center roof is in need of replacement.

Recommendation: $1,100,000 (Category A)

Renovation of Gymnasium. The Gymnasium on the Helena-West Helena campus is the hub for various community service activities as well as student intramurals and the campus fitness center. This building is in of much needed renovation, including the replacement of the gym floor and safety improvements.
Recommendation: $220,000 (Category A)

ADA Improvements. Improve handicapped accessibility to various buildings on the Helena-West Helena campus. Examples of items to be included in this project include installing elevators/lifts, ramps, and/or automatic door equipment in addition to improving accessible restrooms and doorways.

Recommendation: $280,000 (Category A)

Campus Security Upgrades. Improve campus security on all three campuses. Examples of items to be included in this project include re-keying all locks, upgrading security cameras, campus lighting, emergency exit lighting, and campus signage.
Recommendation: $100,000 (Category A)

Small Business Incubator Elevator. PCCUA serves an economically distressed area and the college has partnered with a local community organization to house a small business incubator project in one of our off-campus buildings. This building contains three floors. An ADA compliant elevator is needed to access all three floors and to better serve the community as a whole.
Recommendation: $120,000 (Category A)

Pulaski Technical College

Science Building Remodel. Project is proposed to replace smaller, outdated laboratories in one building with renovated space in the existing science building. as well as creating a third lab in an existing space via renovation. The new laboratories will be larger to accommodate more students per section, as well as provide space to offer up to 10 new sections (240 students) sections of high demand classes. The current laboratories are poorly ventilated, small, and simply insufficient for current demand.
Recommendation: $200,000 (Category A)

Rich Mountain Community College

Technology Upgrade of Science Labs. The science laboratories at RMCC were constructed in 1986 to-date have not changed since that time. Work would include new casework, cabinetry, Prep room, computers, high def. screens, projector & screens and Ethernet connections.
Recommendation: $620,500 (Category A)

Technology Upgrade of Lecture Hall. The lecture Hall at RMCC was constructed in 1986 and to-date has not changed during the past 29 years. It is currently the largest room on campus that can be used for a classroom. This project would provide the latest in sound, lights, audio-visual equipment for a classroom of approximately 70-75 students. This project is critical to the institutions ability to provide instruction large numbers of students through direct and distance learning applications.
Recommendation: $590,500 (Category A)

Allied Health Equipment. Funds would be used purchase 5 new SimMan (simulation manakin) for the Allied Health programs at RMCC. The LPN/RN

programs have doubled in size over the past 6 years and critical equipment is needed to ensure proper training of the students in these areas. The SimMan includes software and is an interactive program allowing it talk, cry, sweat, bleed, etc. providing a safe complete learning environment for students.
Recommendation: $200,500 (Category A)

Fine Arts Performance Center. Approximately 20, square building contains facilities for performances ranging from local plays, concerts regional and national The center would include banquet facilities and supporting needs as well as dressing and support areas for productions
Recommendation: $438,500 (Category A)

South Arkansas Community College

Advanced Manufacturing Center. This request is to construct a 9,322 square foot building for manufacturing programs and training to support the existing and expanding chemical, petroleum, hazardous waste, pulp and paper, and manufacturing industries in our area. SouthArk is involved in the training of employees and operators for many of our local manufacturing plants. The facility would be a metal building, with a brick facade, two classrooms, a computer laboratory, restrooms, four offices, and a 60x60 reconfigurable, high-bay space. The open, high-bay space would house the Hands-on-Training mini-plant; process, mechatronics, and robotics training models; five welding booths and other industrial and safety equipment. The space would provide credit and non-credit manufacturing training opportunities for not only our Process Technology Operators courses/programs, but also provide appropriate laboratory space for our training and customized industrial training.
Recommendation: $844,643 (Category A)

Health Science Center Addition. The proposed addition to the Health and Natural Sciences Building will include offices, classrooms, laboratories, and simulation suites for health science programs, Chemistry/Physical Science, Biology, and Medical Laboratory Science. The space required for these areas total 12,000 square feet (sf). Included in this space will be three laboratories, chemical storage and prep room, faculty/staff offices (six), two general purpose lecture classrooms, mock emergency room with simulation suites and observation/debriefing area, and exercise room to support health science programs and course offerings. The architects planned for this three-story addition to the existing 38,000 sf Health and Natural Sciences building when originally developed in 2009, but funds were not sufficient to build the entire 50,000 sf facility.
Recommendation: $1,250,000 (Category A)

Library/Learning Center Expansion. This request is to improve and expand the Library, which is the academic hub of our College. The Library has experienced increased usage and needs more space. An auditorium and lobby is included with the current square footage. The proposed expansion would include learning centers, labs, study areas and some classrooms. The expanded area would provide space for instruction and tutoring in math, writing, reading, bibliography and other subjects. This space is needed to serve the needs of our students.
Recommendation: $755,357 (Category A)

Southeast Arkansas College

General Studies North-South Sewer. This request is for replacement of underground water and sewer lines that are over 50 years old and has reached life expectancy.
Recommendation: $790,000 (Category A)

General Studies South - Transformer. Due to overheating through use and natural obsolescence these transformers must be replaced.
Recommendation: $25,000 (Category A)

McGeorge Hall - Boiler. Replacement of the Boiler in McGeorge Hall. Place Boiler so that it may be readily accessible.
Recommendation: $25,000 (Category A)

Founders Hall - Boiler. Replace aging boiler in Founders Hall.
Recommendation: $25,000 (Category A)

Core Server Switch. Replace core server switch for entire campus
+

Library - Brick Failure. Replace damaged brick on outer wall of Library
Recommendation: $25,000 (Category A)

Projectors for Classrooms. This request is for improvements for instructional and research purposes
Recommendation: $105,000 (Category A)

Wellness Center/Classrooms. Multiuse building as well as instructional classrooms
Recommendation: $1,772,831 (Category A)

Southern Arkansas University Tech

Career and Workforce Development Center.

A. Industrial Technology Programs. Centralization and revitalization of the industrial programs: Industrial Maintenance, Engineering Technology, Automotive Technologies, and Industrial Radiography to meet industry and workforce demands.

> Classrooms, offices, labs, and shop areas sufficient to house the technology programs. There would be a certain amount of equipment that would be considered somewhat permanent (welders, heavy equipment) in each of these programs and located primarily in each respective lab/shop area. The classroom areas could possibly be a part of a large multiuse area, whereby classroom spaces could be combined through the use of folding walls or portable partitions. These programs align directly with the needs of the employers of Highland Industrial Park. (See also Summary for other potential uses).

B. Workforce Services. Centralization of career and workforce services programs: Business/Industry Training, Pre-Employment Training, CRC, Career & Placement Services.

> Classrooms, computer labs, offices, conference rooms, on-demand and private meeting rooms, and a lecture hall sufficient to house the workforce services programs.

Summary:

It is of importance to note the key impetus for this proposal. These needs are driven by the expressed desires of businesses and industries that SAU Tech serves in Highland Industrial Park and surrounding area. These needs were expressed through 2011 survey results and on-going communication with industry partners. SAU Tech career education and workforce training has been and continues to be a strong asset to the park in adding value and quality to the products produced as well as keeping jobs in Arkansas and the United States. SAU Tech's sector partners in Defense/Aerospace employment continue to have needs of creating a pool of both qualified entry level and highly skilled workers. The facility would also serve as a much needed facility that the College's industry partners could schedule for their own use with in-house instructors and speakers.

The facility could be as large as twelve classrooms, three "clean" lab areas with minimal ventilation, and four shop areas with substantial ventilation to remove fumes, dusts, etc., and associated offices for faculty and staff. Also needed would be associated bathrooms, mechanical rooms, storage rooms/caged structures, garage style and larger door openings where necessary, excess electrical outlets including 240V and 3 phase in some areas, communication Ethernet cables/phone system, presentation sound and video systems, and energy efficiency features such as motion sensitive lighting, sink water in bathrooms, skylights. Optimum building orientation/windows/deciduous

trees landscaping. Investigate geothermal heating cooling options and innovative methods of insulation technology. Industry has stated in the past that they would like secure and private areas to conduct business where security and privacy would not be compromised. That is the intent of the "private meeting rooms" mentioned previously. Such rooms may need an external wall to facilitate bringing in a larger piece of equipment for display/unveiling/ study. Soundproofing between walls would be of concern regarding these areas. The initial figures point to a fairly large building.
Recommendation: $1,850,000 (Category A)

Administration/Business Bldg. Renovation. Both the Administration Building and the Business Buildings were constructed in 1946 and 1949 respectively. Each building is approximately 47,000 square feet.   Structure is reinforced concrete. Replacement value of the Administration Building is $7,336,928; Business Building is $7,551,012.

These buildings were originally built by the United States Navy and served as a military base in the Highland Industrial Park in South Arkansas. Both buildings are very much in need of modernization and major renovations.   The Administration Building is the very first building students and parents visit. The appearance of this building sets the tone for the rest of the campus. Currently the impression people have of both buildings is very low. The College is criticized frequently because of the outdated condition of the buildings.

Exterior renovations would include adding a portico to the main entrance to help reduce the "military" look of the building. New entry doors would be added to the Administration Building on the front and side entrances.   Interior renovations include installing a new grid ceiling, recessed troffer light fixtures, new floor coverings, baseboards and paint. Additionally, the bathroom facilities in each building will be completely gutted and rebuilt to include new modern fixtures, tile flooring, tile wall covering, stall partitions, ceilings, doors, door closures, mirrors, countertops, built-in vanities, water heaters, and ventilation system. Current ventilation system is vintage 1946. All classroom and office space will be painted, new flooring, and all blinds will be replaced.
Recommendation: $1,000,000 (Category A)

University of Arkansas Community College at Batesville

Workforce Training Center. The Workforce Training Center will house classrooms, faculty offices, computer laboratories, and meeting rooms needed to support both current and planned academic programs in workforce and business outreach initiatives with community corporations and businesses. Vocational programs would be housed in this facility. Currently all such programs reside in the Main classroom/Administration building and intermittently throughout the campus. These resources are insufficient to meet the immediate needs of the growth our campus is experiencing. The continued economic strength and

business development of our service area have increased the demands placed on our community and workforce education programs. Workforce Training will be a critical element of UACCB/s future training
Recommendation: $1,250,000 (Category A)

Instructional Equipment. The University of Arkansas Community College at Batesville is experiencing significant demand in technology and the need for increased bandwidth. With the inception of the ARE-ON project in 2013, expenses for UACCB, as well as the need for new equipment for classroom usage, are critical for the instructional technology need for the campus.
Recommendation: $600,000 (Category A)

Stabilization for Vehicular Bridge. There is a creek that runs near the center of the campus which requires a bridge for ingress and egress to the east side of the campus. The vehicular bridge is the only access to the east side of the campus. Otherwise, students would have to use the state highway for commuting between classrooms and library. Stabilization of the bridge must occur for safety. There is deterioration along the creek bank which affects the stability of the bridge. The data communication between both sides of the campus is also run along the bridge. Maintenance of this bridge is required for campus safety and communication.
Recommendation: $250,000 (Category A)

Land Acquisition. The current campus occupies approximately 58+ acres in the northeast corner of the Batesville city limits and is in a light industry and rural area. It is bounded on the north, east, and west by existing fixed facilities (planned or existing residential areas or light industry). On the remaining south side it is bounded by a state two-lane highway. On the south side of the highway is farmland which has sufficient size to warrant consideration for purchase to meet future campus needs. Additional land (initial estimate 20-40 acres) will be required to meet long term needs anticipated for future growth. An adjoining building in the SE corner of the campus may be available for purchase as well. Given the current boundaries, and limited availability of adjacent usable land, the purchase of remaining adjacent land should be completed as soon as possible to minimize future costs and ensure availability for future growth of a single, integrated campus.
Recommendation: $750,000 (Category A)

University of Arkansas Community College at Hope

Instructional Technology. UACCH currently has six CIV equipped labs with equipment that is 12 years old. The College can no longer get technical support for these systems because of the age. UACCH averages 32 CIV class sessions per week to 336 students.
Recommendation: $420,000 (Category A)

Testing Center. The current testing center on campus is inadequate to handle the volume of testing required on a daily basis. This project will allow the College to renovate three existing meeting rooms into a testing center large enough to meet current and future demands. These rooms are no longer needed for meetings since the opening of Hempstead Hall.
Recommendation: $685,000 (Category A)

Texarkana Student & Career Services Center. This project is a 40,000 square foot facility with classrooms, computer labs, meeting rooms, testing center, and faculty offices on the Texarkana campus. This facility will increase basic student services through our outreach partners, enhance student engagement, and add space for the newly acquired Adult Education services with the Arkansas Department of Career Education.
Recommendation: $1,745,000 (Category A)

University of Arkansas Community College at Morrilton

Workforce Training Center. The Workforce Training Center will house new labs and classrooms for the departments of Automotive Technology, Air Conditioning, Heating & Refrigeration Technology, Welding, and Industrial Mechanics and Maintenance Technology. These departments are currently housed in space that is outdated and too small. It would be very expensive to renovate existing facilities because of their age (one building over 30 years old and the other over 50 years old), locations and poor conditions. The new facility will allow enhanced technology to support the programs. These programs produce graduates that are quickly employed, but enrollment in the programs is limited by the current physical space. Enrollment often reaches maximum capacity. By constructing new space, UACCM will be able to enroll approximately 30% more students in these high demand areas. There will also be a workforce training area that will provide space for workforce training for current and future area businesses.

Upon completion of the new space the Technology I Building will be demolished because of the deteriorating condition. Space vacated in Technology II will require minor remodeling to provide needed expansion space for other technical programs. The Technology III Building will be renovated to expand the Auto Collision program.
Recommendation: $600,000 (Category A)

Technology III. The Technology III Building was constructed in the 1980s. The size of the facility is a limiting factor for student enrollment. By adding 7,000 square feet of education space and remodeling the existing space, the program can expand to serve additional students. An updated paint booth will provide additional safety features and industry standard technology, as the campus

continues to expand technical programs and enhance technology.
Recommendation: $1,000,000 (Category A)

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* Presented to the AHECB as "Table 8-A: Summary of Capital
Requests/Recommendations for the 2017-19 Biennium"

CERTIFICATION OF INTERCOLLEGIATE ATHLETIC
REVENUES AND EXPENDITURES FOR 2016-17
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A.C.A. §6-62-805 (Act 366 of 1991) requires each state-supported institution of higher education to annually certify by June 15 to the Arkansas Higher Education Coordinating Board that its intercollegiate athletic program will generate sufficient revenues to meet expenditures or that any athletic deficit will be met by separate institutional board-sanctioned student athletic fees.

Verification of Athletic Budgets and Fee Information
Institutions with intercollegiate athletic programs submitted ADHE Form 21-2, "Certification of Budgeted Athletic Revenues and Expenditures" and proper supporting documentation. ADHE finance staff verified that the athletic data submitted by the institutions matched the overall 2016-17 institutional operating budgets.

A.C.A. §6-62-804 requires that any student athletic fees assessed must be clearly defined in all publications and institutional board minutes, and listed separate and distinct from tuition or other student fees on student tuition and fee statements. All institutions assessing a student athletic fee have certified to the Department compliance with this requirement and have submitted copies of their student fee billing statements illustrating the disclosure of the athletic fee to each student.

Summary of Data
The institutional submissions establish the 2016-17 operating budgets for intercollegiate athletic programs and certify to the Coordinating Board any student athletic fees that will be charged to cover operating deficits. The University of Arkansas, Fayetteville (UAF), Arkansas State University Mid-South (ASUMS), Cossatot Community College of the University of Arkansas (CCCUA) and North Arkansas College (NAC) do not charge an athletic fee and expect to continue to meet their athletic operating costs without assessing a student athletic fee for the 2016-17 fiscal year. The following institutions have set their athletic fee per student semester credit hour (SSCH) as follows:

Inst.	2015-16 Athletic Fee	2016-17 Athletic Fee
ASUJ	$19.00	$19.00
ATU	$15.00	$15.50
HSU	$16.25	$17.25
SAUM	$17.00	$18.00
UAFS	$16.00	$16.00
UALR	$18.75	$20.00
UAM	$13.00	$13.00
UAPB	$17.00	$17.00
UCA	$17.00	$18.00

A summary chart of 2016-17 athletic certification data from each institution is shown on page 9-3. The summary chart, excluding the University of Arkansas, Fayetteville (UAF), indicates that 39.8 percent of athletic program budgets are being funded from student athletic fees, while 19.7 percent comes from athletic generated revenues. Transfers from educational and general funds contribute 16.6 percent of the funding. The remaining 23.9 percent is funded from other auxiliary profits, endowment and investment income, contributions and other athletic income.

Other than the educational and general transfer, the use of auxiliary profits is the most sensitive source of income for financing athletic budgets. Other auxiliary profits are included as a revenue source for intercollegiate athletic programs; however, the use of auxiliary funds to support intercollegiate athletic programs should not undermine sound fiscal management of those auxiliary enterprises.

ADHE Executive Staff recommend that the Arkansas Higher Education Coordinating Board approve the following resolution:

> **RESOLVED**, That the Arkansas Higher Education Coordinating Board accepts the Certification of Intercollegiate Athletic Revenues and Expenditures Budgeted for 2016-17 as prepared in accordance with Arkansas Higher Education Coordinating Board uniform accounting standards and definitions for athletic reporting.

Summary of 2016-17 Athletic Certification Data from Institutional Boards of Trustees

Inst	Athletic Generated Revenues	% of Total Inst Rev	Contributions	% of Total Inst Rev	Student Athletic Fees	% of Total Inst Rev	Endowment & Investment Income	% of Total Inst Rev	Other Auxiliary Profits	% of Total Inst Rev	Transfers from E&G	% of Total Inst Rev	Other Athletic Income	% of Total Inst Rev	Total Expected Inst Rev	Total Budgeted Expenditure	Athletic Fee Per SSCH
ASUJ	$ 5,985,928	32.9%	$ 1,719,106	9.4%	$ 5,030,000	27.6%	$ 152,691	0.8%	$ 2,667,935	14.7%	$ 1,879,784	10.3%	$ 762,683	4.2%	$ 18,198,127	$ 18,198,127	$19.00
ATU	$ 198,470	3.6%	$ -	0.0%	$ 3,697,139	66.8%	$ -	0.0%	$ -	0.0%	$ 1,621,877	29.3%	$ 17,378	0.3%	$ 5,534,864	$ 5,534,864	$15.50[1]
HSU	$ 23,000	0.5%	$ 24,500	0.6%	$ 1,746,494	40.5%	$ -	0.0%	$ 1,508,226	35.0%	$ 1,010,035	23.4%	$ 1,000	0.0%	$ 4,313,255	$ 4,313,255	$17.25
SAUM	$ 64,000	1.6%	$ 16,000	0.4%	$ 1,934,190	49.0%	$ -	0.0%	$ 660,002	16.7%	$ 1,272,925	32.2%	$ -	0.0%	$ 3,947,117	$ 3,947,117	$18.00
UAFS	$ 83,101	2.4%	$ 15,025	0.4%	$ 2,548,128	72.5%	$ -	0.0%	$ 869,607	24.7%	$ -	0.0%	$ -	0.0%	$ 3,515,861	$ 3,515,861	$16.00
UALR	$ 2,453,299	26.5%	$ 75,000	0.8%	$ 4,790,240	51.8%	$ -	0.0%	$ -	0.0%	$ 1,755,823	19.0%	$ 174,700	1.9%	$ 9,249,062	$ 9,249,062	$20.00
UAM	$ 36,000	0.9%	$ -	0.0%	$ 790,088	20.4%	$ -	0.0%	$ 2,017,476	52.1%	$ 1,026,717	26.5%	$ -	0.0%	$ 3,870,281	$ 3,870,281	$13.00
UAPB	$ 2,080,000	33.3%	$ 687,311	11.0%	$ 1,265,000	20.2%	$ -	0.0%	$ 698,856	11.2%	$ 1,138,234	18.2%	$ 386,000	6.2%	$ 6,255,401	$ 6,255,401	$17.00
UCA	$ 2,455,000	19.7%	$ 380,760	3.0%	$ 5,276,000	42.2%	$ -	0.0%	$ 2,966,413	23.8%	$ 1,272,925	10.2%	$ 138,000	1.1%	$ 12,489,098	$ 12,489,098	$18.00
ASUMS	$ 3,000	1.3%	$ 80,000	35.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ 145,710	63.7%	$ -	0.0%	$ 228,710	$ 228,710	$0.00
CCCUA	$ 25,000	33.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ 50,793	67.0%	$ -	0.0%	$ 75,793	$ 75,793	$0.00
NAC	$ 4,000	1.3%	$ 3,500	1.1%	$ -	0.0%	$ -	0.0%	$ 141,477	46.1%	$ 111,000	36.2%	$ 46,700	15.2%	$ 306,677	$ 306,677	$0.00
Subtotal	$ 13,410,798	19.7%	$ 3,001,202	4.4%	$27,077,279	39.8%	$ 152,691	0.2%	$11,529,992	17.0%	$11,285,823	16.6%	$1,526,461	2.2%	$ 67,984,246	$ 67,984,246	$12.57
UAF	$ 90,716,950	85.8%	$ 14,820,000	14.0%	$ -	0.0%	$ 200,000	0.2%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ 105,736,950	$ 105,736,950	$0.00
Total	$104,127,748	59.9%	$ 17,821,202	10.3%	$27,077,279	15.6%	$ 352,691	0.2%	$11,529,992	6.6%	$11,285,823	6.5%	$1,526,461	0.9%	$ 173,721,196	$ 173,721,196	$11.52

NOTE: Sources of **Other Athletic Income** are work study program, concessions, etc.

1: ATU charges a different student athletic fee rate for in-state and out-of-state students. The rate for out-of-state students is $21.00 per SSCH.

**CERTIFICATE OF PROFICIENCY IN EMERGENCY MEDICAL TECHNICIAN – BASIC
TECHNICAL CERTIFICATE IN PARAMEDIC
ASSOCIATE OF APPLIED SCIENCE IN PARAMEDIC
ARKANSAS STATE UNIVERSITY - JONESBORO**

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ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Certificate of Proficiency in Emergency Medical Technician – Basic (CIP 51.0904; 12 credit hours); Technical Certificate and Associate of Applied Science in Paramedic (CIP 51.0904; TC 50.5 credit hours; AAS 65.5 credit hours) offered by Arkansas State University-Jonesboro, effective Fall 2016.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System and the Chancellor of Arkansas State University–Jonesboro of the approval.

Program Justification
The proposed Certificate of Proficiency in Emergency Medical Technician (EMT) - Basic will prepare students for entry-level practice as an EMT. The curriculum is 12 credit hours of didactic and skills laboratory and practicum courses that are divided between the hospital and pre-hospital settings. At the conclusion of the program and with a Field Internship Student Data Acquisition Project (FISDAP) score of 75% or greater, a student will be authorized to sit for the Emergency Medical Technician – Basic National Registry Examination.

The proposed Technical Certificate (TC) and Associate of Applied Science (AAS) in Paramedic prepares students for entry-level practice as a paramedic. The paramedic programs build upon the EMT program curriculum by providing students with additional courses in human anatomy and physiology, medical emergencies, patient assessment and airway management, shock & resuscitation as well as over 600 hours of clinical experience. At the conclusion of the program and with a FISDAP score of 75% or greater, a student will be authorized to sit for the Paramedic – Basic National Registry Examination. Students who complete the AAS in Paramedic may choose to further their education in other healthcare fields, e.g., nursing, Disaster Preparedness/Emergency Management, etc.

The proposed programs will provide a need for a shortage of licensed EMT's and paramedics in the region and state. According to survey results, some of the employers who have jobs for graduates from these programs are Medic One, Emerson and Greene County EMS, St. Bernard's Medical Center, Northeast Arkansas Baptist Medical Center, Arkansas Methodist Medical Center, and the Jonesboro Fire Department. The Jonesboro Fire Department has instituted a new policy requiring all new firefighters to become an EMT-Basic licensed and will scholarship their employees for the non-for-credit option. Further, because of ASU's existing AAS in Disaster Preparedness and Emergency Management (DPEM), future EMT's and paramedics are seen as valuable resources in times of disaster and other emergencies. Students in the DPEM program have expressed an interest in including Emergency Medical Services (EMS) education within their degree program.

The proposed program will be housed in the College of Nursing and Health Professions (CNHP). Current faculty have the academic credentials to teach the EMT and Paramedic coursework. A Program Director and Medical Director have been hired with appropriate academic credentials according to Higher Learning Commission and Commission on Accreditation of Allied Health Education Programs standards. A Program Coordinator will be hired who has a minimum of a Master's degree in an EMS and/or Disaster and Emergency Management related field. Additional adjunct faculty will be required who hold the minimum of a Bachelor's degree and is certified as an EMT/P instructor.

ASU's Regional Center for Disaster Preparedness is fully equipped to provide the nationally standardized courses for Core, Basic and Disaster Life Support. These courses include training in mass triage, medical decontamination, Emergency Operations Centers, population health and many others. The Regional Center also has a fully operating ambulance. Library resources and instructional facilities, including classrooms, instructional equipment and technology, and laboratories are sufficient for program implementation. The following new instructional resources will be required for program start-up: ambulance simulator, stretchers, durable supplies, high fidelity mannequins, and system models at an estimated cost of $170,000. These costs will be borne by the College of Nursing and Health Professions.

Arkansas Institutions Offering Similar Program
Most Arkansas two-year colleges have Certificates of Proficiency in Emergency Medical Technician; and several have Technical Certificates and Associate of Applied Science in Paramedic.

University of Arkansas at Monticello – College of Technology Crossett
        Certificate of Proficiency in Emergency Medical Technician - Basic

University of Arkansas for Medical Sciences
        Associate of Science in Emergency Medical Science Technology - Technology

Program Viability
Projected Annual Enrollment beginning Fall 2016 – 10 students
Required Graduates by Summer 2022 - 8 students total, based on AHECB viability standard

Program Requirements
Certificate of Proficiency in Emergency Medical Technician - Basic
Total Semester Credit Hours – 12

EMS	*1041*	*Introduction to Emergency Medical Services*
EMS	*1057*	*Basic Emergency Medical Technician*
EMS	*1062*	*Emergency Medical Technician Clinical*
EMS	*1072*	*Emergency Medical Technician Field Experience*

Technical Certificate in Paramedic
Total Semester Credit Hours – 50.5
<u>Prerequisites</u>

EMS	*1041*	*Introduction to Emergency Medical Services*
BIO	2203/01	Human Anatomy & Physiology I

<u>Semester 1 – 16.5 credit hours</u>

BIO	2223/21	Human Anatomy & Physiology II
EMSP	*2222*	*Cardiac Dysrhythmias*
EMSP	*2233*	*Patient Assessment & Airway Management*
EMSP	*2244*	*Medical Emergencies I*
EMSP	*2252*	*Paramedic Clinical I (90 hours)*
EMSP	*226V*	*Paramedic Field Experience I (67 hours)*

<u>Semester 2 – 13.5 credit hours</u>

EMSP	*2314*	*Medical Emergencies II*
EMSP	*2323*	*Traumatic Injuries*
EMSP	*2333*	*Shock & Resuscitation*
EMSP	*2352*	*Paramedic Clinical II (90 hours)*
EMSP	*236V*	*Paramedic Field Experience II (67 hours)*

<u>Semester 3 – 15.5 credit hours</u>

EMSP	*2412*	*Special Populations*
EMSP	*2424*	*Emergency Management*
EMSP	*243V*	*Paramedic Clinical III (67 hours)*
EMSP	*2442*	*Paramedic Field Experience III (90 hours)*
EMSP	*2457*	*Paramedic Field Internship (314 hours)*

Associate of Applied Science in Paramedic
Total Semester Credit Hours – 65.5
<u>Prerequisite</u>

EMS	*1041*	*Introduction to Emergency Medical Services*

<u>Semester 1 – 16 credit hours</u>

ENG	1003	Composition I
MATH	1023	College Algebra
COMS	1203	Oral Communication
	XXX3	History or Political Science Elective
BIO	2203/01	Human Anatomy & Physiology I

Semester 2 – 16.5 credit hours
BIO   2223/21   Human Anatomy & Physiology II
EMSP   2222   Cardiac Dysrhythmias
EMSP   2233   Patient Assessment & Airway Management
EMSP   2244   Medical Emergencies I
EMSP   2252   Paramedic Clinical I (90 hours)
EMSP   226V   Paramedic Field Experience I (67 hours)

Semester 3 – 16.5 credit hours
ENG   1013   Composition II
EMSP   2314   Medical Emergencies II
EMSP   2323   Traumatic Injuries
EMSP   2333   Shock & Resuscitation
EMSP   2352   Paramedic Clinical II (90 hours)
EMSP   236V   Paramedic Field Experience II (67 hours)

Semester 4 - 15.5 credit hours
EMSP   2412   Special Populations
EMSP   2424   Emergency Management
EMSP   243V   Paramedic Clinical III (67 hours)
EMSP   2442   Paramedic Field Experience III (90 hours)
EMSP   2457   Paramedic Field Internship (314 hours)

New courses

GRADUATE CERTIFICATE IN PLAY THERAPY
ARKANSAS STATE UNIVERSITY - JONESBORO
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ADHE Executive Staff Recommendation

RESOLVED, That the Arkansas Higher Education Coordinating Board approves the Graduate Certificate in Play Therapy (CIP 42.2807; 12 credit hours) offered by Arkansas State University-Jonesboro, effective Fall 2016.

FURTHER RESOLVED, That the Coordinating Board instructs the Director of the Arkansas Department of Higher Education to inform the President and Chair of the Board of Trustees of the Arkansas State University System and the Chancellor of Arkansas State University–Jonesboro of the approval.

Program Justification
The Graduate Certificate in Play Therapy is a 12 credit hour program designed to provide mental health professionals the opportunity to obtain advanced training in play therapy. Play Therapy is a form of counseling or psychotherapy that uses play to communicate with and help people, especially children, to prevent or resolve psychosocial challenges. The ideal candidate for the proposed program will have a master's degree or higher in counseling or a related discipline or is a current student in the Master of Rehabilitation Counseling, Master of Science in Education in School Counseling, or the Specialist in Education in Psychology and Counseling. The curriculum is designed to meet the educational requirements needed by mental health professionals who desire to apply for the national credential of Registered Play Therapist (RPT) offered by the Associate for Play Therapy. Students must be admitted to the Arkansas State University Graduate School.

The proposed program will be housed in the Department of Psychology and Counseling in the College of Education & Behavioral Science. Current faculty in this College is adequate for program implementation. Two lead faculty members have Ph.D.'s in Counseling and are Registered Play Therapist. Three new courses in counseling will be added to the curriculum. Library resources and instructional facilities are sufficient for program implementation.

Arkansas Institutions Offering Similar Program
John Brown University

Program Viability
Projected Annual Enrollment beginning Fall 2016 – 6 students
Required Graduates by Summer 2022 - 8 students total, based on AHECB viability standard

Program Requirements
Graduate Certificate in Play Therapy
Total Semester Credit Hours – 12
COUN   6103   Introduction to Play Therapy
COUN   6143   Expressive Arts in Counseling
COUN   6153   Advanced Play Therapy
COUN   6163   Place-Parent Relationship Therapy
Italics - new courses

Program Admission Requirements
Applicants must meet the admission requirements of the Arkansas State University
Graduate School and the specific program requirements.

Applicants must satisfy the following criteria:
- Students currently enrolled in the counseling programs or school psychology are also required to be in good standing with a minimum 3.0 GPA and have made a "B" or better in COUN 6203 Pre-practicum, COUN 6213 Counseling Practicum or COUN 6283 Practicum in Rehabilitation Counseling, and PSY 6113 Theories and Techniques of Counseling.
- Post graduate applicants must hold a master's degree or higher in counseling or a closely related field, a minimum 3.0 cumulative GPA in their graduate program, and a "B" or better in all clinical courses.

Applicants are required to submit the following materials:
- Admissions packet to the Graduate School;
- Three letters of recommendation;
- Writing statement of purpose describing the applicant's career goals and reason for entering the program;
- Curriculum vitae or resume; and,
- Official transcripts of all previous coursework.

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE RESOLUTIONS

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ADHE Executive Staff Recommendation

Appointment of Institutional Certification Advisory Committee Members
Arkansas Code Annotated §6-61-302 empowers the Arkansas Higher Education
Coordinating Board to appoint individuals to the Institutional Certification Advisory
Committee. The law designates several institutional categories that must have
representation on the committee. Each member is appointed to a term of nine years
with the term of one member expiring annually.

Dr. Trey Berry, Southern Arkansas University
Dr. Trey Berry has been nominated to fill the position designated for public postsecondary
education institution chief administrators. This term expires December 31, 2025.

Richard Dunsworth, University of the Ozarks
Richard Dunsworth has been nominated to fill the position designated for non-public
postsecondary education institution chief administrators. This term expires December 31,
2025.

RESOLVED, That, pursuant to §6-61-302, The Arkansas Higher Education
Coordinating Board appoints Dr. Trey Berry and Richard Dunsworth as members of the
Institutional Certification Advisory Committee.

FURTHER RESOLVED, That the Coordinating Board expresses appreciation to
Dr. Berry and Mr. Dunsworth for their willingness to serve as members of the
Institutional Certification Advisory Committee.

ADHE Executive Staff Recommendation

Initial Program Certification-Distance Technology
RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education
Coordinating Board grants initial certification to the institutions listed on pages 1-6 to
offer the specified degree programs to Arkansas residents for a period of three years
through December 31, 2019.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher
Education is authorized to notify the administration of said institutions that the
certification of the degree programs requires the institution to notify the Arkansas
Department of Higher Education whenever any of the following occurs: (1) major
reorganization of the controlling body; (2) changes in the charter or incorporation
documents of the institution; or (3) changes in the method of operation of the
institution's programs in Arkansas.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of said institutions that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

> Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

American University, Washington, D.C.
State Authorization: State Council of Higher Education for Virginia, Office of State
    Superintendent of Education for the District of Columbia
Institutional Accreditation-Regional: Middle States Higher Education Commission

Master of International Service
Master of Science in Nutrition Education

DeVry University, Naperville, Illinois
State Authorization: Illinois Board of Higher Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central
    Association of Colleges and Schools

Certificate in Website Design
Certificate in Website Development

Ecclesia College, Springdale, Arkansas
State Authorization: Arkansas Department of Higher Education
Institutional Accreditation-National: Association of Biblical Higher Education

Associate of General Studies
Bachelor of Arts in Leadership
Bachelor of Science in Business Administration
Bachelor of Science in Psychology and Counseling
Certificate in Teaching English as a Second Language (Non-Licensure)

Church-Related Training, Exempt from Certification: Associate of Biblical Studies,
    Bachelor of Biblical Studies, Bachelor of Christian Leadership

Georgetown University, Washington, D.C.
State Authorization: Office of State Superintendent of Education for the District of
    Columbia
Institutional Accreditation-Regional: Middle States Commission on Higher Education

Master of Laws in Securities and Financial Regulation
Master of Laws in Taxation

Master of Professional Studies in Project Management
Master of Studies in Law in Taxation

New York Institute of Technology, Old Westbury, New York
State Authorization: New York State Department of Education
Institutional Accreditation-Regional: Middle States Commission on Higher Education

Master of Science in Adolescence Education: Specialist in Mathematics 7-12 (Non-
    Licensure)
Master of Science in Adolescence Education: Specialist in Science 7-12 (Non-
    Licensure)
Master of Science in Childhood Education (Non-Licensure)
Master of Science in Clinical Nutrition
Master of Science in Energy Management
Master of Science in Instructional Technology
Advanced Diploma in School Leadership and Technology (Non-Licensure)

Remington College, Little Rock, Arkansas
State Authorization: Arkansas Department of Higher Education
Institutional Accreditation-National: Accrediting Commission of Career Schools and
    Colleges

Associate of Applied Science in Business Administration
Associate of Applied Science in Criminal Justice

Syracuse University, Syracuse, New York
State Authorization: New York State Education Department
Institutional Accreditation-Regional: Middle States Commission on Higher Education
Programmatic Accreditation: American Library Association

Bachelor of Professional Studies in Creative Leadership
Bachelor of Professional Studies in Knowledge Management
Master of Science in Information Management
Master of Science in Library and Information Science
Master of Science in Library and Information Science: School Media
Master of Science in Telecommunications and Network Management
Master of Social Science
Certificate of Advanced Study in School Library Media
Doctor of Professional Studies in Information Management

Trident University International, Cypress, California
State Authorization: California Bureau for Private Post-Secondary Education
Institutional Accreditation-Regional: Western Association of Schools and Colleges

Bachelor of Science in Leadership
Master of Science in Leadership

Wilkes University, Wilkes-Barre, Pennsylvania
State Authorization: Pennsylvania Department of Education
Institutional Accreditation-Regional: Middle States Commission on Higher Education
Programmatic Accreditation: Commission on Collegiate Nursing Education,
   Pennsylvania State Board of Nursing

Master of Science in Nursing
Post Graduate Certificate in Adult-Gerontology Primary Care Nurse Practitioner
Post Graduate Certificate in Psychiatric/Mental Health Nurse Practitioner
Post Graduate Certificate in Nurse Executive
Post Graduate Certificate in Nursing Education
Post Graduate Certificate in Nursing Informatics
Doctor of Nursing Practice

New Programs – Arkansas Institutions

Baptist Health College Little Rock, Little Rock, Arkansas
State Authorization: Arkansas Department of Higher Education
Institutional Accreditation-National Career-Related: Accrediting Bureau of Health
   Education Schools

Associate of Applied Science in Histotechnology (at Little Rock campus and by
   distance)
Associate of Applied Science in Surgical Technology

Webster University, St. Louis, Missouri
Little Rock Metro Campus
State Authorization: Arkansas Department of Higher Education
Institutional Accreditation-Regional: Higher Learning Commission of the North Central
   Association of Colleges and Schools

Master of Science in Cybersecurity

New Institutions – Distance Technology

Carrington College, Sacramento, California
State Authorization: California Bureau for Private Postsecondary Education
Institutional Accreditation-Regional: Western Association of Schools and Colleges

Certificate of Achievement in Medical Administrative Assistant
Certificate of Achievement in Medical Billing and Coding
Associate of Applied Science in Health Studies Degree Completion
Associate of Applied Science in Medical Administrative Assistant Degree Completion
Associate of Applied Science in Medical Billing and Coding Degree Completion

State Authorization for a New Arkansas Independent Institution of Higher Education Institutional Planning and Development to Establish an Arkansas Independent College to Offer Associate Degrees

Proposed Likewise College, Searcy, Arkansas
RESOLVED, That pursuant to ACA §6-61-301, the Arkansas Higher Education Coordinating Board (AHECB) grants certification for institutional planning and development for the establishment of a new Arkansas independent college to be chartered as Likewise College in Searcy, Arkansas, to offer initially the Associate of Arts degree. This certification for institutional planning and development is for a period of three years through December 31, 2019, which requires Likewise College, to begin the accreditation process for the institution prior to the submission of an application for certification to the Arkansas Department of Higher Education (ADHE) to obtain AHECB authorization/recognition of the proposed Likewise College as an Arkansas independent institution of higher education offering the Associate of Arts and other undergraduate degrees.

AHECB authorization/recognition is contingent on the proposed Likewise College, Searcy, Arkansas, obtaining and maintaining institutional accreditation from a national or regional accrediting agency recognized by the United States Department of Education.

FURTHER RESOLVED, That the Director of the Arkansas Department of Higher Education is authorized to notify the Board of Directors and administration of the proposed Likewise College, Searcy, Arkansas, that the certification for institutional planning and development to establish an Arkansas independent institution of higher education to offer undergraduate degree programs requires the proposed institution to notify the Arkansas Department of Higher Education whenever any of the following occurs: (1) major reorganization of the controlling body; (2) changes in the charter or incorporation documents of the proposed institution; (3) changes in the proposed method of operation of the institution and the proposed programs; or (4) status of the institution's application and approval for program accreditation by the appropriate program accrediting agency.

FURTHER RESOLVED, That the Coordinating Board instructs the Director to notify the administration of the proposed Likewise College, Searcy, Arkansas, that any advertisement or published materials using the name of the Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement:

> Likewise College is certified by the Arkansas Higher Education Coordinating Board for the purposes of institutional planning and development only, and state authorization for institutional operations is pending under the rules and regulations implementing Arkansas Code §6-61-301. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria as defined in Arkansas

Higher Education Coordinating Board policy have been met as required under Arkansas law.

Proposed Likewise College, Searcy, Arkansas
Institutional Planning and Development for State Authorization to Establish a New Arkansas Independent Institution of Higher Education to offer undergraduate degrees, including initial program certification for the Associate of Arts

LETTERS OF NOTIFICATION
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Arkansas Colleges & Universities Summary (pages 2-94):
Twenty-six (26) Arkansas institutions submitted Letters of Notification (LON) that include new programs created with existing coursework, changes to existing programs, program deletions, and administrative units.

2	Institutional Merger
2	Establishment of New Administrative Unit
16	New Certificate/Degree Program
2	Existing Program Offered by Distance Technology
8	New Option/Emphasis/Concentration/Minor
8	Curriculum Revision
1	Programs Pending Review by Arkansas Department of Education
6	Inactive Programs
6	Program Deletion
12	Reconfiguration of Existing Certificate/Degree Program
8	Associate Degree for Transfer and Bachelor's Degree Completion
10	Name Change of Existing Program/Concentration/Option/Organizational Unit

Institutional Certification Advisory Committee Summary (pages 95-102):
Eleven (20) out-of-state and/or for-profit institutions submitted applications that include recertifications of programs, new concentrations and other changes to programs, new and renewed requests for exemptions, and institutional changes.

7	Recertification of a program
5	Institutional changes
2	New Letters of Exemption from Certification (non-academic or church-related training)
2	Renewal Letter of Exemption from Certification (non-academic or church-related training)
3	Decertifications of Programs
12	New certificates and courses
8	Degree content changes (18 semester credit hours or less)

The Director of the Arkansas Department of Higher Education (ADHE) has approved the following program requests since the April 2016 AHECB meeting. According to AHECB policy 5.11, program actions approved by the ADHE Director must be included on the AHECB meeting agenda prior to initiation and may require further review by the Coordinating Board.

ARKANSAS COLLEGES AND UNIVERSITIES

Arkansas Northeastern College – Pages 5-6
New Certificate Program
Reconfiguration of Existing Degree Program
Inactive Programs

Arkansas State University – Beebe – Pages 6-11
Associate Degree for Transfer and Bachelor's Degree Completion

Arkansas State University – Jonesboro – Pages 11-20
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Existing Degree Program Offered by Distance Technology
Existing Degree Program Offered at Off-Campus Location
New Certificate Program
New Minor
New Option, Emphasis, Concentration
Curriculum Revision
Reconfiguration of Existing Degree Program

Arkansas State University Mid-South - Page 21
Name Change of Existing Concentration
Curriculum Revision
Inactive Program

Arkansas State University – Mountain Home – Pages 21-22
New Certificate Program
New Option, Emphasis, Concentration

Black River Technical College – Pages 22-29
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Reconfiguration of Existing Degree Programs for Transfer Purposes
Associate Degree for Transfer and Bachelor's Degree Completion

Cossatot Community College of the University of Arkansas – Pages 29-31
Associate Degree for Transfer and Bachelor's Degree Completion

East Arkansas Community College – Pages 31-38
Reconfiguration of Existing Degree Program
Associate Degree for Transfer and Bachelor's Degree Completion

Henderson State University – Pages 38-45
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
New Certificate Program
New Minor
Existing Degree Program Offered via Distance Technology
Reconfiguration of Existing Degree Program
Curriculum Revision

National Park Community College – Pages 45-60
Reconfiguration of Existing Degree Program
Associate Degree for Transfer and Bachelor's Degree Completion
Curriculum Revision
Inactive Program

North Arkansas College – Page 60
New Certificate Program

Northwest Arkansas Community College – Pages 60-70
Curriculum Revision
Associate Degree for Transfer and Bachelor's Degree Completion

Ozarka College – Page 70
Reorganization of Existing Organizational Units

Pulaski Technical College – Pages 70-73
Institutional Merger
Associate Degree for Transfer and Bachelor's Degree Completion
Program Deletions

Rich Mountain Community College – Page 73
Institutional Merger

Southeast Arkansas College – Pages 73-75
Reconfiguration of Existing Degree Program
Inactive Program

Southern Arkansas University – Pages 75-76
Name Change of Existing Certificate, Degree, Major, Option, or Organizational Unit
New Certificate Program
New Option, Concentration, Emphasis
Program Deletion
Deleted Emphasis

Southern Arkansas University – Tech – Pages 76-77
Name Change of Existing Certificate, Degree, Major, Option, or Organizational Unit
New Certificate Program
Curriculum Revisions

University of Arkansas, Fayetteville – Pages 77-80
Reconfiguration of Existing Degree Program
New Certificate Program
New Option, Concentration, Emphasis
Establishment of New Administrative Unit
Name Change of Existing Certificate, Degree, Major, Option, or Organizational Unit
Program Deletion
Deleted Emphasis
Education Programs Pending Review by Arkansas Department of Education

University of Arkansas at Little Rock – Pages 80-83
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Establishing of New Administrative Unit
Inactive Program
New Certificate Program
Reconfiguration of Existing Degree Programs

University of Arkansas at Monticello– Page 83
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit

University of Arkansas at Pine Bluff – Pages 83-84
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
New Minor

University of Arkansas Community College at Batesville – Pages 84-91
Curriculum Revision
Reconfiguration of Existing Degree Program for Transfer Purposes
Associate Degree for Transfer and Bachelor's Degree Completion
Inactive Program

University of Arkansas Community College at Hope – Pages 91-93
New Certificate Program
Curriculum Revision

University of Central Arkansas – Pages 93-94
Reconfiguration of Existing Degree Programs
Deleted Emphasis

ARKANSAS COLLEGES AND UNIVERSITIES

<u>LON Descriptions</u>

<u>Arkansas Northeastern College</u>
New Certificate Program
Technical Certificate in Administrative Support (CIP 52.0101; 31 credit hours; Fall 2016)
<u>Year 1 – Fall Semester</u>

OT	11084	Keyboarding/Data Entry*
OT	*11093*	*Business English*
OT	11043	Records & Information Management
CE	11003	Workforce Essentials
CS	11033	Computer Fundamentals

<u>Year 1 – Spring Semester</u>

AC	11003	Survey of Accounting
OT	21083	Word Processing
CS	21003	Spreadsheet Applications
MG	21073	Teamwork/Team Building
MK	21043	Customer Service

*Two existing courses: keyboarding and data entry were merged to form this course.
New course

Reconfiguration of Existing Degree Program
Associate of Applied Science in Office Technology (DC 3520; CIP 52.0401; 60 credit hours)
reconfigured and renamed Associate of Applied Science in Office Management (Fall 2016)
<u>Deleted Courses</u>

BU	11013	Legal Environment of Business
OT	21003	Business Communications
CE	21013	Internship
CE	21041	Career Management
OT	21013	Advanced Keyboarding (to)

<u>Course Substitutions</u>

AC	*11003*	*Survey of Accounting (or)*
AC	21003	Principles of Accounting I
EN	*12023*	*Technical Writing (or)*
EN	12013	English Composition II

<u>Added Courses</u>

OT	*11093*	*Business English*
MG	*21073*	*Teamwork/Team Building*
MG	*21063*	*Principles of Leadership*
CE	11003	Workplace Essentials
OT	*11084*	*Keyboarding/Data Entry*
MK	21043	Customer Service
BU	11003	Introduction to Business
AC	21033	Computerized Accounting

Inactive Programs
Certificate of Proficiency in Medical Transcription (DC 4560; CIP 51.0708; Fall 2016)
Certificate of Proficiency in Patient Care Technology (DC 0151; CIP 51.0899; Fall 2016)
Certificate of Proficiency in Automotive Service Technology (DC 4350; CIP 47.0604; Fall 2016)
Technical Certificate in Automotive Service Technology (DC 4355; CIP 47.0604; Fall 2016)
Technical Certificate in Team Leadership (DC 2855; CIP 52.0101; Fall 2016)
Associate of Applied Science in Business Management (DC 0307; CIP 52.0101; Fall 2017)

<u>Arkansas State University – Beebe</u>
New Certificate Program
Technical Certificate in Agriculture (CIP 01.0102; 31-32 credit hours; Fall 2016)

ENG	1003	Freshman English
MATH	1013	Technical Math M (or higher)
AGEC	1003	Introduction to Agriculture Economics
AGRI	1213	Seminars in Agriculture
ANSC	1204	Introduction to Animal Science
PSSC	1303	Introduction to Plant Science

Select four courses from the following:

ACCT	2003	Principles of Accounting I
ANSC	2213	Feeds & Feeding
ANSC	2623	Equine Health & Management
ECON	2313	Principles of Macroeconomics
HORT	2204	General Horticulture
PSSC	2803	Field Crops

Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Education (DC 2690; CIP 51.1504; 120 credit hours; Fall 2016) at the University of Central Arkansas
General Education – 35 credit hours

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SPCH	1203	Oral Communications
ENG	2003	World Literature I (or)
ENG	2013	World Literature
MATH	1023	College Algebra
BIOL	1014	Principles of Biology
PHSC	1204	Physical Science (or other Physical Science with Lab)
PSY	2013	Introduction to Psychology (or)
SOC	2213	Principles of Sociology
	XXX3	Fine Arts/Humanities
	XXX6	Social Sciences

Health Education Core – 25 credit hours

BIOL	2104	Microbiology
HLTH	2523	First Aid and Safety
MATH	2233	Applied Statistics
PE	1623	Concepts of Fitness

ZOOL	2004	Human Anatomy and Physiology I
ZOOL	2014	Human Anatomy and Physiology II
	XXX4	General Electives

UCA Bachelor of Science in Health Education – 60 credit hours
Major Requirements – 27 credit hours

H ED	3300	Health Education Methods and Materials
H ED	3301	Theoretical Bases of Health Education
H ED	3320	Epidemiological Research
H ED	4300	Community Health Programs
H ED	4320	Health Promotion Interventions
H ED	4331	Program Planning and Evaluation
H ED	4370	Administration of Health Programs
H ED	4600	Health Education Internship

Major Electives – 9 credit hours
Choose three courses from the following:

H ED	2320	Mental Health
H ED	3305	Human Sexuality
H ED	3315	Theory and Practice of Prevention
H ED	4301	Health Education in the Medical Care Setting
H ED	4302	Health Education in the Worksite
H ED	4303	Environmental Health Problems
H ED	4312	Drug Education
H ED	4343	Health Strategies for Multicultural Populations

Electives – 24 credit hours

| | XX9X | Upper Division General Electives |
| | X15X | General Electives |

Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Arts in Philosophy (DC 1650; CIP 38.0101; 120 credit hours; Fall 2016) or the Bachelor of Science in Philosophy (DC 2990; CIP 38.0101; 120 credit hours; Fall 2016) at the University of Central Arkansas

General Education – 35 credit hours

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SPCH	1203	Oral Communications
ENG	2003	World Literature I (or)
ENG	2013	World Literature
MATH	1023	College Algebra (or)
MATH	1043	Quantitative Literacy
BIOL	1004	Biology for General Education
PHSC	1204	Physical Science (or other Physical Science with Lab)
PSY	2013	Introduction to Psychology
	XXX3	Fine Arts/Humanities
	XXX6	Social Sciences

Philosophy Foundation & Foreign Language Requirement Core – 25 credit hours

PHIL	1103	Introduction to Philosophy
PHIL	2003	Applied Ethics
SPAN	1013	Spanish I

SPAN   1023   Spanish II
SPAN   2013   Spanish III
        XX10   General Electives

Philosophy Foundation & BS Science/Math Requirement – 25 credit hours
PHIL   1103   Introduction to Philosophy
PHIL   2003   Applied Ethics
ZOOL   2004   Human Anatomy and Physiology I
ZOOL   2014   Human Anatomy and Physiology II
        XX11   General Electives

UCA Bachelor of Arts and Bachelor of Science in Philosophy – 60 credit hours
Major Requirements – 12 credit hours
PHIL   3300   Greek and Roman Philosophy
PHIL   3302   Modern Philosophy
Choose one of the following:
PHIL   2310   Introduction to Logic (or)
PHIL   3310   Symbolic Logic
Choose one of the following:
PHIL   3320   Ethics (or)
PHIL   3325   Political Philosophy

Major Electives – 21 credit hours
Choose two of the following:
PHIL   3301   Medieval Philosophy
PHIL   3303   Nineteenth-Century Philosophy
PHIL   3304   American Pragmatism
PHIL   4305   Continental Philosophy
PHIL   4306   Analytic Philosophy
PHIL   4310   Great Works in Philosophy
Choose one from the following not previously selected:
PHIL   3310   Symbolic Logic
PHIL   3341   Theories of Knowledge
PHIL   3370   Metaphysics
PHIL   3375   Philosophy of Mind
PHIL   3380   Philosophy of Science
PHIL   4306   Analytic Philosophy
PHIL   4300   Philosophy of Language
Choose one of the following not previously selected:
PHIL   2300   Existential Problems in Philosophy
PHIL   3320   Ethics
PHIL   3325   Political Philosophy
PHIL   3330   Philosophy of Law
PHIL   3331   Philosophy of Religion
PHIL   3340   Critical Theories of Race
PHIL   3343   Philosophy of Sex and Love
PHIL   3345   Feminist Philosophy
PHIL   3352   Asian Philosophy and Religion
PHIL   3360   Philosophy of Art
PHIL   4320   Applied Ethics
PHIL   4340   Meaning of Life: Capstone Course

PHIL	4350	Health Care Ethics
PHIL	XX9X	Choose three Philosophy Major Electives not previously selected
	XX24	Upper Division Minor Field Courses
	XX3X	Upper Division General Electives

Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0102; 60 credit hours; Fall 2016) to the Bachelor of Arts in Religious Studies (DC 1735; CIP 38.0201; 120 credit hours; Fall 2016) or the Bachelor of Science in Religious Studies (DC 1736; CIP 38.0201; 120 credit hours; Fall 2016) at the University of Central Arkansas

General Education – 35 credit hours

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SPCH	1203	Oral Communications
ENG	2003	World Literature I (or)
ENG	2013	World Literature
MATH	1023	College Algebra (or)
MATH	1043	Quantitative Literacy
BIOL	1004	Biology for General Education
PHSC	1204	Physical Science (or other Physical Science with Lab)
PSY	2013	Introduction to Psychology
	XXX3	Fine Arts/Humanities
	XXX6	Social Sciences

Religious Studies Foundation & Foreign Language Requirement Core – 25 credit hours

HIST	2263	A Survey of Asian History
SOC	2263	Comparative Religions
SPAN	1013	Spanish I
SPAN	1023	Spanish II
SPAN	2013	Spanish III
	XX10	General Electives

Religious Studies Foundation & BS Science/Math Requirement – 25 credit hours

HIST	2263	A Survey of Asian History
SOC	2263	Comparative Religions
ZOOL	2004	Human Anatomy and Physiology I
ZOOL	2014	Human Anatomy and Physiology II
	XX11	General Electives

UCA Bachelor of Arts and Bachelor of Science in Religious Studies – 60 credit hours
Major Requirements – 18 credit hours

| RELG | 3301 | Theories and Methods in Religious Studies |

Choose one course from the following:

PHIL	3352	Asian Philosophy and Religion
RELG	3325	Buddhism
RELG	4305	Chinese Philosophies and Religions

Choose one course from the following:

HIST	3320	History of Christianity I
HIST	3321	History of Christianity II
HIST	4387	The Islamic Middle East
RELG	2300	Religion in the United States
RELG	3335	Judaism

Choose one course from the following:

ANTH	3310	Anthropology of Magic, Religion, and Witchcraft
HIST	4302	History of Witchcraft
RELG	3315	Religion and Culture
RELG	3330	Religion and Gender
RELG	3340	Religion, Science, and Technology
RELG	3342	New and Alternative Religious Movements
SOC	4300	Sociology of Religion

Choose one course from the following:

PHIL	3331	Philosophy of Religion
PHIL	4340	Meaning of Life: Capstone
RELG	3320	Modern Religious Thought
RELG	3345	African American Religious Thought
RELG	4320	Contemporary Religious Thought: Capstone Course
RELG	4325	Postmodern Theology: Capstone Course
RELG	XX9X	Choose three Religious Studies Major Electives not previously selected
	XX24	Upper Division Minor Field Courses
	XX9X	Upper Division General Electives

ASUB/UCA Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Liberal Arts Sciences at Arkansas State University – Beebe (ASUB) to the Bachelor of Science in Health Education; Bachelor of Arts or Science in Philosophy; or the Bachelor of Arts or Science in Religious Studies at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at ASUB will be admitted to the Bachelor of Science in Health Education; Bachelor of Arts or Science in Philosophy; or the Bachelor of Arts or Science in Religious Studies at UCA with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at ASUB, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at ASUB, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.

- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and ASUB agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and ASUB will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at ASUB. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein. A period of non-enrollment for 12 months or more would require the student to adhere to Agreement requirements corresponding to the academic year of re-enrollment.
- UCA and ASUB will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

Program Deletion
Certificate of Proficiency in CATIA (DC 1151; CIP 15.1301; Fall 2016)

Technical Certificate in Office Occupations (DC 4850; CIP 52.0408; Fall 2016)

Arkansas State University – Jonesboro
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Technical Certificate in Business Information Systems (DC 4380; CIP 52.1201; 24 credit hours; Fall 2016) changed to Technical Certificate in Information Technology

Bachelor of Science in Wildlife Ecology and Management (DC 3290; CIP 03.0601; 120 credit hours; Fall 2016) changed to Bachelor of Science in Wildlife, Fisheries, and Conservation (Fall 2016)

Existing Degree/Certificate Offered by Distance Technology
Associate of Applied Science in Nursing (DC 1710; CIP 51.3801; 67% online; Fall 2016)

Existing Degree Program Offered at Off-Campus Location
Bachelor of Science in Accounting (DC 2200; CIP 52.0301; 120 credit hours; Fall 2016) offered at Arkansas State University Mid-South Campus

New Certificate Program
Graduate Certificate in History (CIP 54.0101; 18 credit hours; Fall 2016)
The Graduate Certificate in History will provide the 18 credit hours needed by high school teachers to meet the requirements to teach History concurrent courses and by instructors to meet the requirements to teach History at the college level.

Graduate Certificate as a Nurse Educator (CIP 51.3817; 12 credit hours; Fall 2016; 100% online)

NURS	6623	Curriculum Development in Health Professions
HP	6043	Measurement and Evaluation in Health Sciences
NURS	6853	Teaching in Advanced Nursing Roles
NURS	6713	Practicum in Nursing Education

Graduate Certificate as Gifted & Talented Creative Teacher (CIP 13.1004; 18 credit hours; Fall 2016; 100% online)

ELSE	5703	Identification, Nature, and Needs of GTC
ELSE	5713	Educational Procedures and Materials for the GTC
ELSE	6433	Creativity
ELSE	5723	Assessment or Programming for GTC
ELSE	6833	Practicum for GTC
ELSE	6033	Affective Programming in the Classroom

Graduate Certificate as Gifted & Talented Director (CIP 13.1004; 18 credit hours; Fall 2016; 100% online)

ELCI	6063	Curriculum Management
ELAD	6103	Ethical Leadership
ELAD	6073	School Law
ELAD	6003	School and Community Relations
ELAD	6083	Supervision and Evaluation of Teaching
ELCI	6493	Curriculum Internship

Graduate Certificate as Curriculum Director (CIP 13.0301; 24 credit hours; Fall 2016; 100% online)

ELAD	3103	Ethical Leadership
ELCI	6323	Elementary School Curriculum
ELAD	6003	School and Community Relations
ELCI	6063	Curriculum Management
ELAD	6083	Supervision and Evaluation of Teaching
ELCI	6423	Middle School Curriculum
ELCI	6523	Secondary School Curriculum
ELCI	6493	Curriculum Internship

Graduate Certificate in Building Level Administration (CIP 13.0408; 24 credit hours; Fall 2016; 100% online)

ELAD	6103	Ethical Leadership
ELAD	6073	School Law
ELAD	6003	School and Community Relations
ELCI	6063	Curriculum Management
ELAD	6083	Supervision and Evaluation of Teaching
ELAD	6593	Supervised Internship
ELAD	6033	Administration and Supervision of Special Education
ELAD	6053	Planning and Resource Allocation

Graduate Certificate in Special Education Teacher (CIP 13.1015; 21 credit hours; Fall 2016; 100% online)

ELSE	5043	Educational Diagnosis and Assessment in Special Education
ELSE	6023	Characteristics of Individuals with Disabilities
ELSE	6053	Educational Procedures for Individuals with Mild Disabilities
ELSE	6073	Educational Procedures for Individuals with Moderate-Profound Disabilities
ELSE	6163	Positive Behavior Support & Intervention
ELSE	6183	Teaching Students with Autism Spectrum Disorders
ELSE	6193	Special Education Lab Experience

Graduate Certificate in Special Education Director (CIP 13.1015; 18 credit hours; Fall 2016; 100% online)

ELAD	6103	Ethical Leadership
ELAD	6033	Administration and Supervision of Special Education
ELAD	6003	School and Community Relations
ELAD	6083	Supervision and Evaluation of Teaching
ELAD	6423	Special Education Law
ELCI	6493	Curriculum Internship

New Minor

Minor in Digital Design (CIP 50.0401; 19 credit hours; Fall 2016)

GRFX	1111	Design Technology
GRFX	2103	Visual Thinking
GRFX	2403	Typography and Layout
GRFX	2703	Introduction to Web Design
GRFX	3703	Intermediate Web Design
GRFX	*3713*	*3D Digital and Game Design*
GRFX	3753	Motion Graphics
GRFX	*3800*	*Digital Design Review*

New courses

Minor in Sales Leadership (CIP 52.1803; 18 credit hours; Fall 2016)
MKTG	3093	Professional Selling
MKTG	4323	Advanced Sells
MKTG	3193	Sales Planning and Management
MKTG	4123	Organizational Purchasing
XXX3		*Category Management*
XXX3		*Advanced Category Management*

New courses

New Option, Concentration, Emphasis
Emphasis in Entrepreneurship in the Bachelor of Applied Science (DC 5877; CIP 30.9999; 15 credit hours; Fall 2016)
MKTG	3013	Marketing
MKTG	3163	Supply Chain Management
MGMT	3183	Entrepreneurship
MGMT	4163	Small Business Management
MGMT	4183	Family Business Management

Emphasis in Management in the Bachelor of Applied Science (DC 5877; CIP 30.9999; 15 credit hours; Fall 2016)
MGMT	4143	Organizational Change and Development
MGMT	3143	Human Resources Management
MGMT	3613	Leadership
MGMT	4163	Small Business Management
MGMT	3123	Principles of Management

Emphasis in Technology in the Bachelor of Applied Science (DC 5877; CIP 30.9999; 15 credit hours; Fall 2016)
TECH	3863	Industrial Safety
TECH	4813	Operations Systems Research
TECH	4823	Quality Assurance
TECH	4853	Lean 6 Sigma for Manufacturing
TECH	4883	Work Center Management

Emphasis in Agricultural Communications in the Bachelor of Science in Agriculture in Agricultural Studies (DC 3430; CIP 01.0102; 55 credit hours; Fall 2016)
AD	3023	Principles of Advertising (or)
PR	3003	Principles of Public Relations
AGEC	3063	Agricultural Sales and Services
AGEC	4083	Agricultural Policy and Current Issues
AGED	1411	Introduction to Agricultural and Extension Education
AGED	3443	Leadership in Agriculture
AGED	445V	Practicum in Agricultural Communications
AGED	4462	Agricultural Youth Organizations
AGRI	420V	Internships in Agriculture
AGRI	4223	Agriculture and the Environment
AGRI	4433	Organic Agricultural Production
AGST	1003	Modern Agricultural Systems

AGST	3543	Fundamentals of GIS/GPS
CMAC	1001	Media Grammar and Style
CMAC	2003	Media Writing
CMAC	2053	Introduction to Visual Communications
ENG	3043	Technical Writing (or)
MDIA	4053	Advanced Reporting
MDIA	2010	Multimedia Reporting Laboratory
MDIA	2013	Multimedia Reporting
MDIA	2313	Multimedia Production
MDIA	3313	Audio and Video Production
PRAD	4213	Social Media in Strategic Communications (or)
GCOM	3673	Desk-top Publishing

Emphasis in Wildlife in the Bachelor of Science in Wildlife, Fisheries, and Conservation (DC 3290; CIP 03.0601; 19 credit hours; Fall 2016)

BIO	4373	Animal Ecology
BIO	4371	Animal Ecology Lab
BIO	4413	Wildlife Program Internship
BIO	4653	Wildlife Management
BIO	4651	Wildlife Management Lab
BIO	4663	Wildlife Management Investigative Techniques
BIO	4661	Wildlife Management Investigative Techniques Lab
BIO	4704	Plant Systematics

Emphasis in Fisheries in the Bachelor of Science in Wildlife, Fisheries, and Conservation (DC 3290; CIP 03.0601; 21 credit hours; Fall 2016)

BIO	4603	Limnology
BIO	4601	Limnology Lab
BIO	*4443*	*Fisheries Program Internship*
BIO	4402	Ichthyology
BIO	4401	Ichthyology Lab
BIO	4312	Fisheries Biology
BIO	4311	Fisheries Biology Lab
BIO	4302	Aquatic Entomology
BIO	4301	Aquatic Entomology Lab
BIO	4372	Applied Fisheries (or)
BIO	4362	Applied Aquaculture
BIO	4333	Marine Biology (or)
BIO	3033	Evolution

New course

Option in Nonprofit Management in the Master of Public Administration (DC 6020; CIP 44.0401; 15 credit hours; Fall 2016; 100% online)

POSC	6643	Nonprofit Management
POSC	*6433*	*Nonprofit Fundraising and Financial Management*
POSC	*6443*	*Nonprofit Planning and Marketing*

And Non-Thesis Track
   POSC   660V   Internship in Public Administration (or)
   POSC   6633   Public Information Management (and)
   POSC   6653   MPA Capstone Experience
Or Thesis Track
   POSC   665V   Thesis
New courses

Emphasis in Digital Media Management in the Master of Science in Media Management (DC 5393; CIP 09.0702; 12 credit hours; Fall 2016; 100% online)
Choose four courses from the following:
   SCOM   *5463*   *Interactive Advertising*
   SCOM   *5473*   *Social Media Measurement*
   JOUR   6243   Media Account Management
   JOUR   5213   Social Media in Strategic Communications
   JOUR   5113   Integrated Marketing Communication
New courses

Option in Public Management in the Master of Public Administration (DC 6020; CIP 44.0401; 15 credit hours; Fall 2016; 100% online)
   POSC   6543   Administrative Behavior
   POSC   *6423*   *Public Financial Management*
   POSC   6533   Public Policy Analysis and Evaluation
And Non-Thesis Track
   POSC   660V   Internship in Public Administration (or)
   POSC   6633   Public Information Management (and)
   POSC   6653   MPA Capstone Experience
Or Thesis Track
   POSC   665V   Thesis
New course

Curriculum Revision of Existing Certificate or Degree Program
Technical Certificate in Business Information Systems (DC 4380; CIP 52.1201; 24 credit hours; Fall 2016)
Deleted Course
   CIT   3403   Database Management
Added Course
   CIT   XXX3   Any CIT course

Emphasis in Renewable Energy Technology in the Bachelor of Applied Science (DC 5877; CIP 30.9999; Fall 2016)
Deleted Courses
   TECH   4813   Operations Systems Research
   TECH   3863   Industrial Safety
   TECH   4823   Quality Assurance
   TECH   4883   Work Center Management
   TECH   4853   LEAN 6 Sigma for Manufacturing

Added Courses
IDS	3013	Critical Thinking in the Profession
IDS	4013	Seminar in Professional Development
COMS	4263	Organizational Communication
IDS	4023	Leadership in the Profession
UC	480V	Special Problems

Reconfiguration of Existing Degree Programs

Graduate Certificate in Aging Studies (DC 5185; CIP 30.1101; 21 credit hours) reconfigured to Graduate Certificate in Aging Studies (DC 5185; CIP 30.1101; 15 credit hours; 100% online; Fall 2016)

Deleted Courses
SOC	5003	Perspectives on Death and Aging
SOC	5353	Sociology of Aging
SOC	6123	Seminar: Aging, Law and Social Issues
HP	5103	Teaching and Learning in the Health Professions
SOC	5323	Applied Research
HP	5113	Leadership in the Health Professions

Added Courses
HP	5233	Issues in Aging
HP	6333	Enrichment in Aging
HP	6233	Aging in Community

Bachelor of Science in Wildlife, Fisheries & Conservation (DC 3290; CIP 03.0601) reconfigured to create the Bachelor of Arts in Environmental Studies (CIP 03.0103; 120 credit hours; Fall 2016)

Year 1 – Fall Semester
BIO	1013	Biology Making Connections
BIO	1303	Biology of Animals
BIO	1301	Biology of Animals Lab
ENG	1003	Composition I
MATH	1023	College Algebra
	XXX3	Social Science

Year 1 – Spring Semester
BIO	1503	Biology of Plants
BIO	1501	Biology of Plants Lab
CHEM	1013	General Chemistry I
CHEM	1011	General Chemistry I Lab
ENG	1013	Composition II
	XXX3	Fine Arts

Year 2 – Fall Semester
BIOL	1063	People and the Environment
BIOL	1001	Biological Sciences Lab
	XXX3	U.S. History (to or since 1876) or American Government

Choose 2 of the following:
GEOL	1003	Environmental Geology
GEOL	1001	Environmental Geology Lab (or)
PHSC	1014	Energy and the Environment (or)

| PSSC | 2813 | Soils |
| PSSC | 2811 | Soils Lab |

Year 2 – Spring Semester
BIO	3023	Principles of Ecology
	XXX3	Social Science
SCOM	1203	Oral Communication

Choose 2 of the following:
BIO	3673	Human Dimensions of Natural Resources
GEOG	4613	Conservation of Natural Resources
BIO	4613	Conservation Biology

Year 3 – Fall Semester
RET	3113	Fundamentals and Applications of Renewable Energy
HIST	3323	United States Environmental History
GEOG	4113	Water Resources Planning

Choose 2 of the following:
POSC	4533	Environmental Law and Administration
POSC	4153	Disaster Response Operation Management
POSC	4523	Public Personnel Administration

Year 3 – Spring Semester
| GEOG | 4623 | Environmental Management |
| STAT | 3233 | Applied Statistics |

Choose 3 of the following:
POSC	3503	Principles of Public Administration
POSC	3513	Public Budgeting Process
POSC	4503	Public Policy, Politics, and Power
CRIM	2043	Community Relations in the Administration of Justice
POSC	4143	Public Opinion and Public Policy

Year 4 – Fall Semester
Choose 3 of the following:
SOC	4363	Environmental Sociology
SOC	4373	Sustainable Development in Modern Society
DPEM	2303	Environmental Health Training in Emergency Response
DPEM	3562	Principles of Administration of Emergency Management
	XXX6	Electives

Year 4 – Spring Semester
| BIO | 4021 | Biological Seminar |
| | XX15 | Electives |

Bachelor of Science in Wildlife, Fisheries & Conservation (DC 3290; CIP 03.0601) reconfigured to create the Bachelor of Science in Environmental Studies (CIP 03.0104; 120 credit hours; Fall 2016)

Year 1 – Fall Semester

BIO	1013	Biology Making Connections
BIO	1303	Biology of Animals
BIO	1301	Biology of Animals Lab
ENG	1003	Composition I
MATH	1054	Pre-Calculus
BIOL	1063	People and the Environment

Year 1 – Spring Semester

BIO	1503	Biology of Plants
BIO	1501	Biology of Plants Lab
CHEM	1013	General Chemistry I
CHEM	1011	General Chemistry I Lab
ENG	1013	Composition II
MATH	2194	Survey of Calculus

Year 2 – Fall Semester

BIO	2013	Biology of the Cell
BIO	2011	Biology of the Cell Lab
CHEM	1023	General Chemistry II
CHEM	1021	General Chemistry II Lab
AGRI	3543	Fundamentals of GIS/GPS
SCOM	1203	Oral Communication

Year 2 – Spring Semester

BIO	3023	Principles of Ecology
GEOL	1003	Environmental Geology
GEOL	1001	Environmental Geology Lab (or)
PHSC	1014	Energy and the Environment (or)
PSSC	2813	Soils
PSSC	2811	Soils Lab
	XXX3	Social Science
STAT	3233	Applied Statistics I
	XXX3	Fine Arts

Year 3 – Fall Semester

BIO	3013	Genetics
BIO	3011	Genetics Lab
RET	3113	Fundamentals and Applications of Renewable Energy
CHEM	3103	Organic Chemistry I
CHEM	3101	Organic Chemistry I Lab
	XXX4	Elective

Year 3 – Spring Semester

BIO	4623	Environmental Microbiology (or)
BIO	4633	Environmental Toxicology Mechanisms and Impacts
CHEM	3103	Organic Chemistry II
CHEM	3101	Organic Chemistry II Lab (or)
CHEM	3054	Quantitative Analysis
	XXX3	U.S. History (to or since 1876) or American Government

<u>Year 4 – Fall Semester</u>
  PHYS   2054   General Physics I
  GEOG   4113   Water Resources Planning
          XXX3   Humanities
          XXX4   Electives
<u>Year 4 – Spring Semester</u>
  BIO   4021   Biological Seminar
  GEOG   4623   Environmental Management
          XXX3   Social Science
          XXX6   Electives

Master of Public Administration (DC 6020; CIP 44.0401; 36 credit hours; 100% online; Fall 2016)
<u>Co-Requisite Courses</u>
  POSC   2103   Introduction to U.S. Government
  ECON   2333   Economic Issues & Concepts
<u>Public Administration Core Courses – 21 credit hours</u>
  POSC   6563   Seminar in Public Administration
  POSC   6553   Public Budgeting & Finance
  POSC   6003   Techniques of Political & Public Administration Research
  POSC   6593   Seminar in Human Resources Management
  POSC   6573   Grant Writing & Administration
  POSC   6613   Administrative Leadership
  POSC   6623   Administrative Ethics
Choose Option in Public Management or Nonprofit Management
<u>Option in Public Management – 9 credit hours</u>
  POSC   6543   Administrative Behavior
  POSC   6423   Public Financial Management
  POSC   6533   Public Policy Analysis & Evaluation
<u>Option in Nonprofit Management – 9 credit hours</u>
  POSC   6643   Nonprofit Management
  POSC   6433   Nonprofit Fundraising & Financial Management
  POSC   6443   Nonprofit Planning & Marketing
And Choose Non-Thesis or Thesis Track
<u>Non-Thesis Track – 6 credit hours</u>
  POSC   660V   Internship in Public Administration (or)
  POSC   6633   Public Information Management
<u>Thesis Track – 6 credit hours</u>
  POSC   665V   Thesis

Deleted Emphasis
Emphasis in Sports Reporting in the Bachelor of Science in Multimedia Journalism (DC 5904; CIP 09.0499; Fall 2016)

Arkansas State University Mid-South
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Certificate of Proficiency in Machine Technology, Machinist II (DC 1406; CIP 48.0501; 18 credit hours; Spring 2017) changed to Certificate of Proficiency in Machining Technology, Engineering Technician (Spring 2017)

Curriculum Revision of Existing Certificate or Degree Program
Certificate of Proficiency in Machining Technology, Engineering Technician (DC 1406; CIP 48.0501; 18 credit hours; Spring 2017)
Deleted Courses

MACH	2003	Statistics for Machining II
MACH	2023	Engineering Drawing and GD&T
MACH	2033	Metalworking Theory II
MACH	2043	Computer Aided Manufacturing Basic Programming
MACH	2053	Advanced CNC Machine Setup & Operation
MACH	2063	Specialty Equipment: EDM and Swiss-Style Setup and Operation

Added Courses

MANF	2024	Mechanical Drives & Bearings
MACH	2073	Introduction to Quality (ASQ CQI prep course)
MACH	2093	Introduction to Computer-Aided Design & Additive MFG
MACH	2204	Introduction to Multi-Axis Programming (NX/Esprit/Part-Maker)
MACH	2234	CMM Operation/Programming (PC-DMIS)

Inactive Programs
Certificate of Proficiency in Mechatronics Electrical Level I (DC 1251; CIP 15.0403; Fall 2016)
Certificate of Proficiency in Mechatronics Electrical Level II (DC 1252; CIP 15.0403; Fall 2016)
Certificate of Proficiency in Mechatronics Management (DC 1264; CIP 15.0403; Fall 2016)
Certificate of Proficiency in Mechatronics Mechanical Level I (DC 1261; CIP 15.0403; Fall 2016)
Certificate of Proficiency in Mechatronics Mechanical Level II (DC 1262; CIP 15.0403; Fall 2016)
Certificate of Proficiency in Mechatronics Mechanical Level III (DC 1263; CIP 15.0403; Fall 2016)

Arkansas State University – Mountain Home
New Certificate Program
Certificate of Proficiency in Gas Metal Arc Welding (CIP 48.0508; 10 credit hours; Fall 2016)

WELD	1024	Gas Metal Arc Welding
WELD	1234	Intermediate Gas Metal Arc Welding
TECH	1012	Employment Strategies

Certificate of Proficiency in Community Paramedic (CIP 51.0904; 12 credit hours; Fall 2016)

PAR	*2963*	*Introduction to Community Paramedic*
PAR	*2973*	*Community Assessment and Resources for the Community Paramedic*
PAR	*2983*	*Advanced Health Assessment for the Community Paramedic*
PAR	*2993*	*Community Paramedic Practicum*

New Courses

New Option, Concentration, Emphasis
Emphasis in Gas Metal Arc Welding in the Associate of Applied Science in Welding
Technology (DC 3509; CIP 48.0508; 16 credit hours; Fall 2016)
WELD	1234	Intermediate Gas Metal Arc Welding
WELD	1304	Advanced Gas Metal Arc Welding
WELD	1604	Metal Fabrication
WELD	1XX4	Welding Elective

<u>Black River Technical College</u>
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Associate of Applied Science in Administrative Services (DC 0150; CIP 52.0401; 60 credit
hours) changed to Associate of Applied Science in Legal Administrative Systems (Fall 2016)

Associate of Applied Science in Health Information (DC 3670; CIP 51.0707; 60-63 credit
hours) changed to Associate of Applied Science in Medical Office Administration (Fall 2016)

Reconfiguration of Existing Degree Programs for Transfer Purposes
Associate of Arts in General Education (DC 0050; CIP 24.0101) reconfigured to create the
Associate of Science in Education (CIP 13.1206; 60 credit hours; Fall 2017)

Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Science in Education (CIP 13.1206; 60 credit hours; Fall 2017) to the Bachelor of
Science in Education in Elementary Education (DC 3771; CIP 13.1202; 123 credit hours; Fall
2017)
General Education – 35 credit hours
ENG	1003	Freshman English I
ENG	1013	Freshman English II
SCOM	1203	Oral Communications
MATH	1023	College Algebra
BIOL	1004	Biological Science & Lab
GSP	1004	Physical Science and Lab
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core – 25 credit hours
ECH	2123	Literature for the Young Child
ECH	2173	Child Development
EDU	2013	Introduction to Education
EDU	2803	Introduction to K-12 Educational Technology
GSP	1024	Earth Science
HIST	2083	Arkansas History
MATH	2113	Mathematics for Elementary Teachers I
MATH	2123	Mathematics for Elementary Teachers II

UCA Bachelor of Science in Education in Elementary Education – 63 credit hours
ELSE	3308	Foundations for Inclusive Education
ELSE	4305	Literacy Assessment and Intervention
ELSE	4307	Instructional Programming for Diverse Learners
ELSE	4309	Positive Classroom Environment
ELSE	4310	Junior Block Practicum

ELSE	4311	Foundations of Reading
ELSE	4315	Workshop Approach to Teaching Writing in the K-12 Classroom
ELSE	4316	Instructional Strategies for Math and Science K-6
ELSE	4318	Internship I Practicum
ELSE	4319	Guidance and Management of Children
ELSE	4320	Elementary Reading Methods
ELSE	4330	Integrated Curriculum and Assessment Planning
ELSE	4331	Data-Driven Instructional Planning
ELSE	4603	Internship II
ELSE	4604	Internship II
EDUC	4210	Integration of Technology into Teaching and Learning
HIST	2304	Instructional Strategies for K-6 Social Studies
MATH	3352	Number Systems: Real Math
SCI	4410	Concepts in Science

Associate of Science in Education (CIP 13.1206; 60 credit hours; Fall 2017) to the Bachelor of Science in Education in Middle Level Education (DC 3915; CIP 13.1203; 123 credit hours; Fall 2017)

Middle Level - Language Arts + Math – 122 credit hours
General Education – 35 credit hours

ENG	1003	Freshman English I
ENG	1013	Freshman English II
SCOM	1203	Oral Communications
MATH	1023	College Algebra
BIOL	1004	Biological Science & Lab
GSP	1004	Physical Science and Lab
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core – 25 credit hours

ECH	2173	Child Development
EDU	2013	Introduction to Education
EDU	2803	Introduction to K-12 Educational Technology
ENG	2143	American Literature I
ENG	2153	American Literature II
HIST	2083	Arkansas History
MATH	2113	Mathematics for Elementary Teachers I
MATH	2123	Mathematics for Elementary Teachers II
	XXX1	General Elective

UCA Bachelor of Science in Education in Middle Level Education (Language Arts + Math) – 62 credit hours

EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
WRTG	3340	Writing Acquisition: Theory and Practice
ENGL	3320	Literature for the Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
MATH	3354	Concepts of Discrete Mathematics
MATH	4315	Applications of Middle Level Mathematics

MATH	4320	Concepts of Calculus
MATH	4335	Concepts of Advanced Mathematics
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II

Middle Level - Language Arts + Science – 121 credit hours
Education Core – 61 credit hours

CHEM	1013/11	General Chemistry I
ECH	2173	Child Development
EDU	2013	Introduction to Education
EDU	2803	Introduction to K-12 Educational Technology
ENG	2143	American Literature I
ENG	2153	American Literature II
HIST	2083	Arkansas History
GSP	1024	Earth Science

UCA Bachelor of Science Education in Middle Level - Language Art + Science – 61 credit hours

EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
SCI	3320	Advanced Science Concepts I
SCI	4314	Applications of Middle Level Science
SCI	4420	Advanced Science Concepts II
WRTG	3340	Writing Acquisition: Theory and Practice
ENGL	3320	Literature for the Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II

Middle Level - Language Arts + Social Studies – 120 credit hours
Education Core – 25 credit hours

EDU	2013	Introduction to Education
ECH	2173	Child Growth
EDU	2803	Introduction to K-12 Educational Technology
HIST	2083	Arkansas History
ENG	2143	American Literature I
ENG	2153	American Literature II
HIST	1013	World Civilization to 1660 (or)
HIST	1023	World Civilization Since 1660
HIST	2763	United States History to 1876 (or)
HIST	2773	United States History Since 1876
	XXX1	Elective

UCA Bachelor of Science Education in Middle Level - Language Art + Social Studies – 60 credit hours

ECON	1310	Modern Political Economy
EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
WRTG	3340	Writing Acquisition: Theory and Practice
ENGL	3320	Literature for the Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
GEOG	1305	Principles of Geography
HIST	2320	Introduction to Historical Research
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II
	X1XX	General Elective

Middle Level - Math + Science – 122 credit hours
Education Core – 26 credit hours

CHEM	1013/11	General Chemistry I
ECH	2173	Child Growth
EDU	2013	Introduction to Education
EDU	2803	Introduction to K-12 Educational Technology
GSP	1024	Earth Science
HIST	2083	Arkansas History
MATH	2113	Mathematics for Elementary Teachers I
MATH	2123	Mathematics for Elementary Teachers II

UCA Bachelor of Science in Education in Middle Level - Math + Science – 61 credit hours

EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
PHYS	1401	Descriptive Astronomy
SCI	3320	Advanced Science Concepts I
SCI	4420	Advanced Science Concepts II
MATH	3354	Concepts of Discrete Mathematics
MATH	4315	Applications of Middle Level Mathematics
MATH	4320	Concepts of Calculus
MATH	4335	Concepts of Advanced Mathematics
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II

Middle Level – Science + Social Studies – 120 credit hours
Education Core – 26 credit hours

CHEM	1013/11	General Chemistry I
ECH	2173	Child Growth
EDU	2013	Introduction to Education
EDU	2803	Introduction to K-12 Educational Technology
GSP	1024	Earth Science
HIST	2083	Arkansas History
HIST	1013	World Civilization to 1660 (or)
HIST	1023	World Civilization Since 1660
HIST	2763	United States History to 1876 (or)
HIST	2773	United States History Since 1876

UCA Bachelor of Science Education in Middle Level - Science + Social Studies – 59 credit hours

ECON	1310	Modern Political Economy
EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
SCI	3320	Advanced Science Concepts I
SCI	4314	Applications of Middle Level Science
SCI	4420	Advanced Science Concepts II
GEOG	1305	Principles of Geography
HIST	2320	Introduction to Historical Research
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction

MSIT   4321   Classroom Assessment
MSIT   4325   Disciplinary Literacy
MSIT   4328   Advanced Strategies for Teaching and Learning in Middle Level Content
                        Specific Classrooms
MSIT   4612   Internship II
MSIT   4613   Internship II
            X2XX   General Elective

BRTC/UCA Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Education at Black River Technical College (BRTC) to the Bachelor of Science in Education in Elementary Education or the Bachelor of Science in Education in Middle Level at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Education at BRTC will be admitted to the Bachelor of Science in Education in Elementary Education or the Bachelor of Science in Education in Middle Level at UCA with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA, as well as specific admission to the UCA Teacher Education program. This includes proof of minimum ACT, Praxis I or SAT scores as required by the Arkansas Department of Education.

- The student will have earned the Associate of Science in Education at BRTC, with at least a 2.70 cumulative grade point average, on or after the Effective Date of this Agreement.

- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at UCA.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.

- A transfer student who has not completed all of the courses specified within the Associate of Science in Education degree plan at BRTC, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.

- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.

- Due to state licensure requirements, UCA will not be able to apply the transfer of "D" grade credit hours toward any of the general education courses required for admission into the Teacher Education program, or any of the professional education courses, including content track courses, required for the Bachelor of Science in Education in Elementary Education or the Bachelor of Science in Education in Middle Level.

- In accordance with UCA policy, the UCA Teacher Education program will, however, accept for transfer a maximum of six hours of credit with "D" grades toward any of the general education courses not required for admission into the Teacher Education program, subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Required Course Development

In order to make this Agreement work in the best interest of students, allowing for the most efficient progression through the steps required to complete both degree programs, the following required courses will need to be developed by BRTC under the following conditions:

GSP 1024 – Earth Science.

- This course will be designed to meet the ADHE requirements for ACTS Course Number PHSC 1104 – Earth Science
- This course will need to be submitted to ADHE for inclusion in the Arkansas Course Transfer System (ACTS) no later than February 1, 2017.
- UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met.

ENG 2143 – American Literature I

- This course will be designed to meet the ADHE requirements for ACTS course Number ENGL 2653 – American Literature I.
- This course will need to be submitted to ADHE for inclusion in the Arkansas Course Transfer System (ACTS) no later than February 1, 2017.
- UCA reserves the right to invoke the 90 calendar day written cancellation of this Agreement if the preceding stipulations have not been met.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and BRTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and BRTC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at BRTC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein. A period of non-enrollment for 12 months or more would require the student to adhere to Agreement requirements corresponding to the academic year of re-enrollment.
- UCA and BRTC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous
- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

Cossatot Community College of the University of Arkansas
Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Science in STEM (DC 3660; CIP 12.1202; 60 credit hours) to the Bachelor of Science in Addiction Studies (Treatment) (DC 5005; CIP 51.1501; 120 credit hours; Fall 2016) at the University of Central Arkansas

General Education – 35 credit hours
ENGL	1113	Composition I
ENGL	1123	Composition II
SPCH	1113	Principles of Speech
MATH	1023	College Algebra
BIOL	1014	General Biology
CHEM	1014	Introductory Chemistry (or)
PHYS	2024	Physical Science
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Addiction Studies Core – 25 credit hours
BIOL	2064	Anatomy and Physiology I
BIOL	2074	Anatomy and Physiology II
BIOL	2094	General Microbiology
MATH	2023	Introduction to Statistics
SPD	1003	Success Strategies
	XXX7	AS STEM Directed Electives

UCA Bachelor of Science in Addiction Studies (Treatment) – 60 credit hours
H ED	2201	First Aid
H ED	2320	Mental Health
H ED	3315	Theory and Practice of Prevention
H ED	4312	Drug Education
H SC	2310	Addiction Counseling Theory and Practice
H SC	2320	Addiction Assessment, Intervention, and Treatment Planning
H SC	2330	Etiology and Epidemiology of Addiction
H SC	3310	Group Counseling Skills
H SC	3320	Legal and Ethical Issues in Addictions
H SC	3330	Family Systems and Addiction
H SC	4610	Practicum in Substance Abuse
PSYC	3332	Research Methods
PSYC	4300	Theories of Personality
PSYC	4320	Abnormal Psychology

       X12X   Upper Division General Elective
       X4XX   General Elective

CCCUA/UCA Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in STEM at Cossatot Community College of the University of Arkansas (CCCUA) to the Bachelor of Science in Addiction Studies (Treatment) at the University of Central Arkansas (UCA). Through collaborative efforts, UCA and CCCUA desire to provide clarity regarding the degree requirements herein, thereby affording students the opportunity to earn a high quality degree from both institutions in the most efficient manner possible.

Agreement

It is agreed that any student who has earned the Associate of Science in STEM at CCCUA will be admitted to the Bachelor of Science in Addiction Studies (Treatment) at UCA with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in STEM at CCCUA, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in STEM degree plan at CCCUA, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and CCCUA agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and CCCUA will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at CCCUA. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein. A

period of non-enrollment for 12 months or more would require the student to adhere to Agreement requirements corresponding to the academic year of re-enrollment.

- UCA and CCCUA will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

East Arkansas Community College
Reconfiguration of Existing Degree Program
Associate of Science in General Education (DC 0050; CIP 24.0102) reconfigured to create the Associate of Science in Education (CIP 13.1206; 60 credit hours; Fall 2016)
General Education – 35 credit hours
ENG	1013	English Composition I
ENG	1023	English Composition II
SPE	1003	Introduction to Oral Communication
MTH	1113	College Algebra
BIO	1014	General Biology with Lab
PHS	1214	Physical Science with Lab
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core – 25 credit hours
EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	Educational Technology
HIS	2053	Arkansas History
MTH	2403	Math I
MTH	2423	Math II
	XXX7	Directed Electives

Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Science in Education (CIP 13.1206; 60 credit hours; Fall 2016) to the Bachelor of Science in Education in Elementary Education (DC 3771; CIP 13.1202; 123 credit hours; Fall 2016) at the University of Central Arkansas
General Education – 35 credit hours
ENG	1013	English Composition I
ENG	1023	English Composition II
SPE	1003	Introduction to Oral Communication
MTH	1113	College Algebra

BIO	1014	General Biology with Lab
PHS	1214	Physical Science with Lab
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core – 25 credit hours

EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	Educational Technology
HIS	2053	Arkansas History
MTH	2403	Math I
MTH	2423	Math II
PHS	1104	Earth Science
EDN	2203	Exceptional Child

UCA Bachelor of Science Education in Elementary Education – 63 credit hours

ELSE	3305	Integrated Approaches to Child and Young Adult Literature
ELSE	4305	Literacy Assessment and Intervention
ELSE	4307	Instructional Programming for Diverse Learners
ELSE	4309	Positive Classroom Environment
ELSE	4310	Junior Block Practicum
ELSE	4311	Foundations of Reading
ELSE	4315	Workshop Approach to Teaching Writing in the K-12 Classroom
ELSE	4316	Instructional Strategies for Math and Science K-6
ELSE	4318	Internship I Practicum
ELSE	4319	Guidance and Management of Children
ELSE	4320	Elementary Reading Methods
ELSE	4330	Integrated Curriculum and Assessment Planning
ELSE	4331	Data-Driven Instructional Planning
ELSE	4603	Internship II
ELSE	4604	Internship II
EDUC	4210	Integration of Technology into Teaching and Learning
HIST	2304	Instructional Strategies for K-6 Social Studies
MATH	3352	Number Systems: Real Math
SCI	4410	Concepts in Science

Associate of Science in Education (CIP 13.1206; 60 credit hours; Fall 2016) to the Bachelor of Science in Education in Middle Level (DC 3915; CIP 13.1203; 120-122 credit hours; Fall 2016) at the University of Central Arkansas

Middle Level - Language Arts + Math – 122 credit hours
General Education – 35 credit hours

ENG	1013	English Composition I
ENG	1023	English Composition II
SPE	1003	Introduction to Oral Communication
MTH	1113	College Algebra
BIO	1014	General Biology with Lab
PHS	1214	Physical Science with Lab
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Education Core – 25 credit hours

EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	Educational Technology
HIS	2053	Arkansas History
MTH	2403	Math I
MTH	2423	Math II
ENG	2243	American Literature Before 1865
ENG	2253	American Literature Since 1865
	XXX1	Elective

UCA Bachelor of Science Education in Middle Level - Language Art + Math – 62 credit hours

EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
WRTG	3340	Writing Acquisition: Theory and Practice
ENGL	3320	Literature for the Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
MATH	3354	Concepts of Discrete Mathematics
MATH	4315	Applications of Middle Level Mathematics
MATH	4320	Concepts of Calculus
MATH	4335	Concepts of Advanced Mathematics
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II

Middle Level - Language Arts + Science – 122 credit hours
Education Core – 26 credit hours

CHE	1214	College Chemistry I
EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	Educational Technology
HIS	2053	Arkansas History
ENG	2243	American Literature Before 1865
ENG	2253	American Literature Since 1865
PHS	1104	Earth Science

UCA Bachelor of Science Education in Middle Level - Language Art + Science – 61 credit hours

EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
SCI	3320	Advanced Science Concepts I
SCI	4314	Applications of Middle Level Science

SCI	4420	Advanced Science Concepts II
WRTG	3340	Writing Acquisition: Theory and Practice
ENGL	3320	Literature for the Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II

Middle Level - Language Arts + Social Studies – 120 credit hours
Education Core – 25 credit hours

EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	Educational Technology
HIS	2053	Arkansas History
ENG	2243	American Literature Before 1865
ENG	2253	American Literature Since 1865
HIS	1013	Western Civilization I (or)
HIS	1023	Western Civilization II
HIS	2033	United States History Before 1865 (or)
HIS	2043	United States History Since 1865
	XXX1	Elective

UCA Bachelor of Science Education in Middle Level - Language Art + Social Studies – 60 credit hours

ECON	1310	Modern Political Economy
EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
WRTG	3340	Writing Acquisition: Theory and Practice
ENGL	3320	Literature for the Middle Grades
ENGL	3335	Language and Grammar Studies
ENGL	4361	Literature for Adolescents
GEOG	1305	Principles of Geography
HIST	2320	Introduction to Historical Research
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms

MSIT	4612	Internship II
MSIT	4613	Internship II
	X1XX	General Elective

Middle Level – Science + Social Studies – 120 credit hours
Education Core – 26 credit hours

CHE	1214	College Chemistry I
EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	Educational Technology
HIS	2053	Arkansas History
HIS	1013	Western Civilization I (or)
HIS	1023	Western Civilization II
HIS	2033	United States History Before 1865 (or)
HIS	2043	United States History Since 1865
PHS	1104	Earth Science

UCA Bachelor of Science Education in Middle Level - Science + Social Studies – 59 credit hours

ECON	1310	Modern Political Economy
EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
SCI	3320	Advanced Science Concepts I
SCI	4314	Applications of Middle Level Science
SCI	4420	Advanced Science Concepts II
GEOG	1305	Principles of Geography
HIST	2320	Introduction to Historical Research
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II
	X2XX	General Elective

Middle Level - Math + Science – 122 credit hours
Education Core – 26 credit hours

CHE	1214	College Chemistry I
EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	Educational Technology
HIS	2053	Arkansas History
MTH	2403	Math I
MTH	2423	Math II
PHS	1104	Earth Science

UCA Bachelor of Science in Education in Middle Level - Math + Science – 61 credit hours

EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
PHYS	1401	Descriptive Astronomy
SCI	3320	Advanced Science Concepts I
SCI	4420	Advanced Science Concepts II
MATH	3354	Concepts of Discrete Mathematics
MATH	4315	Applications of Middle Level Mathematics
MATH	4320	Concepts of Calculus
MATH	4335	Concepts of Advanced Mathematics
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management
MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II

Middle Level - Math + Social Studies – 120 credit hours
Education Core – 25 credit hours

EDN	2053	Introduction to Education
EDN	2083	Child Growth and Development
EDN	2193	Educational Technology
HIS	2053	Arkansas History
HIS	1013	Western Civilization I (or)
HIS	1023	Western Civilization II
HIS	2033	United States History Before 1865 (or)
HIS	2043	United States History Since 1865
MTH	2403	Math I
MTH	2423	Math II
	XXX1	Elective

UCA Bachelor of Science in Education in Middle Level - Math + Social Studies – 60 credit hours

ECON	1310	Modern Political Economy
EDUC	3322	Diverse Learners in Exclusive Settings
EDUC	4210	Integration of Technology into Teaching and Learning
GEOG	1305	Principles of Geography
HIST	2320	Introduction to Historical Research
MATH	3354	Concepts of Discrete Mathematics
MATH	4315	Applications of Middle Level Mathematics
MATH	4320	Concepts of Calculus
MATH	4335	Concepts of Advanced Mathematics
MSIT	3320	Introduction to Teaching at the Middle Level
MSIT	4305	Classroom Management

MSIT	4311	Internship I
MSIT	4312	Strategies for Reading and Writing Assessment and Instruction
MSIT	4321	Classroom Assessment
MSIT	4325	Disciplinary Literacy
MSIT	4328	Advanced Strategies for Teaching and Learning in Middle Level Content Specific Classrooms
MSIT	4612	Internship II
MSIT	4613	Internship II
	X1XX	General Elective

EACC/UCA Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Education at East Arkansas Community College (EACC) to the Bachelor of Science in Education in Elementary Education or the Bachelor of Science in Education in Middle Level at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Education at EACC will be admitted to the Bachelor of Science in Education in Elementary Education or the Bachelor of Science in Education in Middle Level at UCA with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA, as well as specific admission to the UCA Teacher Education program. This includes proof of minimum ACT, Praxis I or SAT scores as required by the Arkansas Department of Education.

- The student will have earned the Associate of Science in Education at EACC, with at least a 2.70 cumulative grade point average, on or after the Effective Date of this Agreement.

- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at UCA.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.

- A transfer student who has not completed all of the courses specified within the Associate of Science in Education degree plan at EACC, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.

- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.

- Due to state licensure requirements, UCA will not be able to apply the transfer of "D" grade credit hours toward any of the general education courses required for admission into the Teacher Education program, or any of the professional education courses, including content track courses, required for the Bachelor of Science in Education in Elementary Education or the Bachelor of Science in Education in Middle Level.

- In accordance with UCA policy, the UCA Teacher Education program will, however, accept for transfer a maximum of six hours of credit with "D" grades toward any of the general education courses not required for admission into the Teacher Education program, subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and EACC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and EACC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at EACC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein. A period of non-enrollment for 12 months or more would require the student to adhere to Agreement requirements corresponding to the academic year of re-enrollment.
- UCA and EACC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

Henderson State University
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Department of Chemistry (Department Code 0900) changed to Department of Chemistry & Biochemistry (Fall 2016)

Department of Mathematics & Computer Science (Department Code 1730) changed to Department of Mathematics, Computer Science & Statistics (Fall 2016)

Department of Sociology & Human Services (Department Code 2270) changed to Department of Sociology, Human Services & Criminal Justice (Fall 2016)

Bachelor of Science in Education in Physical Education, Wellness & Leisure K-12 (DC 3940; CIP 13.1314; Fall 2016) changed to Bachelor of Science in Education in Health and Physical Education

Bachelor of Business Administration in Business Information Systems (DC 1930; CIP 52.1201; 120 credit hours) changed to Bachelor of Business Administration in Management Information Systems (Fall 2016)

Bachelor of General Studies (DC 1870; CIP 24.0102; 120 credit hours) changed to Bachelor of Integrated Studies (CIP 24.0102; 120 credit hours; Fall 2016)

New Certificate Program
Certificate of Proficiency in Business IT (CIP 52.1206; 15 credit hours; Fall 2016)

GBU	1093	Introduction to Business
BIS	2073	Fundamentals of Information Systems (or)
CSC	2003	Introduction to Computers
CSC	2163	Microsoft Excel
CSC	2163	Web Design
FIN	2183	Financial Literacy

Certificate of Proficiency in Fashion Marketing (CIP 52.1902; 15 credit hours; Fall 2016)

GBU	1093	Introduction to Business
MKT	3013	Fundamentals of Marketing
MKT	4033	Retailing

Choose 2 courses from the following:

FCS	2313	Introduction to Fashion Merchandising
FCS	1013	Textiles and Clothing
FCS	3483	History of Costume: 19th Century to Present

Certificate of Proficiency in Financial Services Support (CIP 52.0807; 13 credit hours; Fall 2016)

GBU	1093	Introduction to Business
FIN	2183	Personal Finance
FIN	2283	Beginning Investments
FIN	3241	Beginning Investments Lab
MGM	3013	Management Communications

Certificate of Proficiency in Integrated Marketing Communications (CIP 09.0999; 15 credit hours; Fall 2016)

GBU	1093	Introduction to Business
MKT	3013	Fundamentals of Marketing
MKT	4053	Promotions Management

Choose 2 courses from the following:

COM	4093	Persuasion
COM	4003	Special Topics: Strategic Digital Media
MMC	4113	Advertising Principles & Practices
COM	2153	Argumentation and Debate
COM	4133	Rhetorical Theory

Certificate of Proficiency in Nonprofit Management (CIP 52.0206; 15 credit hours; Fall 2016)
MGM   3133   Management and Organizational Behavior
MGM   4053   Nonprofit Management
MGM   4063   Grant Writing and Non-Profit Funding
MGM   4083   Public Budgeting & Finance
Choose 1 course from the following:
MGM   4023   Human Resource Management
MGM   4152   Organizational Leadership

Certificate of Proficiency in Personal Sales (CIP 52.1804; 15 credit hours; Fall 2016)
GBU   1093   Introduction to Business
MKT   3013   Fundamentals of Marketing
MKT   4153   Sales Management
COM   2013   Oral Communication
COM   2153   Argumentation and Debate

Certificate of Proficiency in Personal Financial Planning (CIP 52.0804; 21 credit hours; Fall 2016)
FIN   2183   Financial Literacy
FIN   3173   Insurance Planning
FIN   3XX3   Retirement and Employee Benefits
FIN   3XX3   Estate Planning
ACC   3163   Federal Income Tax Accounting
FIN   4103   Investment Principles
FIN   4123   Financial Planning
New courses

New Minor
Minor in Engineering Physics (CIP 14.1201; 24 credit hours; Fall 2016)
PHY   2234   University Physics I
PHY   2244   University Physics II
EGR   1413   Engineering Graphics
EGR   2033   Mechanics of Materials
EGR   2363   Statistics
EGR   3043   Engineering Thermodynamics I
Choose one course from the following:
EGR   2464   Electric Circuits I
EGR   3134   Electronics I
EGR   3434   Digital Electronics
New course

Minor in Public Administration/Public Management (CIP 1720; 18 credit hours; Fall 2016)
MGM   3113   Management and Organization Behavior
PSC   3143   Municipal Government
PSC   4063   Public Administration/Public Management
PSC   4163   Public Policy
Choose 2 courses (6 credit hours) from the following:

PSC	3113	Legislative Process
PSC	3213	Judicial Process
ENG	3613	Technical Writing
PSC	4053 (or)	
HIS	4283	American Constitutional Development
PSC	4173	Civil Liberties
PSC	4223	American Presidency

Existing Degree Program Offered via Distance Technology
RN to BSN Program in the Bachelor of Science in Nursing (DC 4240; CIP 51.3801; 120 credit hours; 100% online; Fall 2016)

Master of Science in Sport Administration (DC 6458; CIP 31.0504; 30 credit hours; Fall 2016; 100% online)

Reconfiguration of Existing Degree Programs
Bachelor of Arts in Criminal Justice (DC 0390; CIP 43.0104; 120 credit hours) reconfigured to create the Bachelor of Science in Criminal Justice (CIP 43.0104; 120 credit hours; Fall 2016)
Year 1 – Fall Semester

GEN	1031	Henderson Seminar
ENG	1463	Freshman English A
COM	2013	Oral Communication
HIS	1013	Civilization to 1660 (or)
HIS	1023	Civilization since 1660
SOC	1013	Introduction to Sociology (or)
CRJ	2013	Introduction to Criminal Justice (or)
CRJ	2033	Introduction to Criminology

Year 1 – Spring Semester

ENG	1473	Freshman English B
SOC	2023	Social Problems (or)
CRJ	XXX3	CRJ Directed Elective
	XXX3	Fine Arts/Humanities
BIO	1013/21	Introduction to Biology (with lab)
CRJ	2013	Introduction to Criminal Justice (or)
CRJ	2033	Introduction to Criminology

Year 2 – Fall Semester

ENG	2683	Masters of Western Literature
HIS	2053	United States to 1865 (or)
HIS	2063	United States since 1865 (or)
PSC	1013	American National Government
CHM	1014	University Chemistry & Lab (or)
CHM	1034	General Chemistry & Lab
HPR	1011	Life Fitness Concepts (or)
HPR	XXX1	HPR Activity

Year 2 – Spring Semester

ANT	2023	Introduction to Physical Anthropology and Archeology (or)
CRJ	3XX3	Criminal Forensics
CHM	1XX4	Introduction to Forensic Science & Lab

	XXX3	CRJ Directed Elective
	XXX3	Minor Course Elective
	XXX3	Social Science Requirement

Year 3 – Fall Semester

ENG	XXX3	Writing Across the Curriculum (ENG 3313; ENG 3613; ENG 4453; MMC 4223; or MMC 4293)
	XXX3	Minor Course Elective
CHM	1044	General Organic and Biochemistry
	XXX3	Minor Course Elective
CRJ	3103	Statistics
MTH	XXX3	Advanced Math (beyond MTH 1243 College Algebra)

Year 3 – Spring Semester

CRJ	3133	Juvenile Delinquency and Offenses
CRJ	4213	Research Methods or Minor Course
CRJ	4093	Criminological Theory and Behavior (or)
CRJ	XXX3	Elective
CRJ	3513	Due Process and Criminal Procedure
ANT	2023	Introduction to Physical Anthropology and Archeology (or)
CRJ	3XX3	Criminal Forensics

Year 4 – Fall Semester

CRJ	4213	Research Methods
CRJ	4093	Criminological Theory and Behavior (or)
CRJ	XXX3	Elective
CRJ	XXX3	Elective
MTH	XXX3	Advanced Math (beyond MTH 1243 College Algebra)
	XXX3	Science Elective (Chemistry, Biology, or Physics)

Year 4 – Spring Semester

CRJ	4323	Senior Thesis (or)
CRJ	XXX3	Elective
CRJ	XXX3	Elective
	XXX3	Minor Course
CRJ	4043	Criminal Law & Criminal Responsibility
	XXX3	CRJ Directed Elective (Sociology, Psychology, or History)

Bachelor of Science in Education in Elementary Education (DC 3771; CIP 13.1202) reconfigured to create the Bachelor of Science in Educational Studies Elementary (CIP 13.1202; 126 credit hours; Spring 2017)

Freshman Year – Fall Semester

MTH	1053	Number Sense & Operations
ENG	1463	English A
ART	1022	Public School Art (or)
MUS	2402	Public School Music
HIS	1013	Civilization to 1660 (or)
HIS	1023	Civilization since 1660
BIO	1013/21	Introduction to Biology w/Lab (or)
BIO	2104	General Botany (or)
BIO	2114	General Zoology (or)
GEN	1031	Henderson Seminar

<u>Freshman Year – Spring Semester</u>
ENG	1473	English B
PSC	1013	American National Government (or)
HIS	2053	U.S. to 1877 (or)
HIS	2063	U.S. since 1877
	XXX4	CHM/PHY/PHS Elective with lab (not Astronomy)
COM	2013	Oral Communications
MTH	1213	Algebra for Elementary/Middle Grades
HPR	1011	Life Fitness Concepts (or any HPR activity)

<u>Sophomore Year – Fall Semester</u>
EDU	2000	Teacher Education Orientation
EDU	2423	Introduction to Education
EDU	2043	Educational Technology
	XXX3	HIS/PSC/GEO/ECO/SOC Elective
MTH	2483	Geometry for Elementary/Middle Grades
	XXX3	ART/MUS/THE Elective
EDE	2063	Child Development

<u>Sophomore Year – Spring Semester</u>
	XXX3	HIS/PSC/GEO/ECO/SOC Elective
MTH	2543	Data Analysis & Probability
ENG	2013	World Literature I (or)
ENG	2023	World Literature II (or)
ENG	2683	Masters of Western Literature
SPE	3013	Psychology of the Exceptional Child
EDE	4573	Early Childhood Curriculum
EDE	3242	Arts Integration in the Classroom

<u>Junior Year – Fall Semester</u>
RDG	3103	Emergent and Developing Literacy
EDE	3113	Literature for Elementary Students
	XXX3	ENG/MMC Writing Elective
PHS	1053	Earth Systems and Environment
EDE	3053	Inclusive Education/Diverse Learners
EDU	3123	Educational Psychology

<u>Junior Year – Spring Semester</u>
EDE	4293	Practicum Early Childhood
EDU	4523	Teaching People of Other Cultures
HIS	4263	Arkansas & the Southwest
EDE	3472	Family & Community Relations
HPE	3502	Health & Fitness for Young Children
RDG	3203	Reading & Writing in the Content Area

<u>Senior Year – Fall Semester</u>
PSY	3303	Motivation
PSY	2263	Developmental Psychology
SOC	3043	Sociology of Education
EDU	4483	Acquisition of English as a Second Language

<u>Senior Year – Spring Semester</u>
EDU	4533	Methods and Materials for Teaching
EDU	4603	Second Language Assessment

SPE   3513   Behavior Management
SPE   3503   Special Education Law

Bachelor of Science in Education in Middle Level Education (DC 2910; CIP 13.1203) reconfigured to create the Bachelor of Science in Educational Studies Middle Level (CIP 13.1203; 120 credit hours; Spring 2017)
Liberal Arts Core + Henderson Seminar – 46 credit hours

Principles of Learning & Teaching Core – 9 credit hours
EDU   2000   Teacher Education Orientation
EDU   2423   Introduction to Education
EDU   2043   Educational Technology
SPE   3013   Psychology of Exceptional Child

Middle Level Core Courses – 33 credit hours
PHS   1053   Earth Systems & Environment
MTH   1053   Number Sense
MTH   2483   Geometry I for Elementary & Middle Grades
MTH   2543   Data Analysis, Statistics & Probability
HIS   4263   Arkansas History
EDM   3143   Middle Level Philosophy/Organization
RDG   3103   Emergent and Developing Literacy
EDM   3153   Adolescent Development & Practicum
EDM   3113   Literature for Middle School Students
RDG   3203   Reading & Writing in the Content Area
EDM   4273   STEM: Collaborative Inquiry/Learning

Non-Licensure Coursework – 24 credit hours
PSY   3303   Motivation
PSY   2263   Developmental Psychology
SOC   3043   Sociology of Education
EDU   4483   Acquisition of English as a Second Language
EDU   4533   Methods and Materials for Teaching
EDU   4603   Second Language Assessment
SPE   3513   Behavior Management
SPE   3503   Special Education Law

Choose 8 credit hours from the following:
Mathematics Specialty Courses
MTH   3523   Discrete Math for Middle Grades
MTH   3553   Foundations of Calculus for Middle Grades
MTH   4563   Math Modeling & Applications for Middle Grades
Science Specialty Courses
BIO   1013/21 Biology (or other 4 credit hour Biology course)
BIO   2114   Zoology (or other 4 credit hour Biology course)
CHM   1034   Chemistry for Non-Majors
PHY   2034   General Physics

Language Arts Specialty Courses
ENG	2683	Master of Western Literature
ENG	2013	World Literature I
ENG	2023	World Literature II
ENG	3043	Non-Western Literature
ENG	4453	Advanced Composition

Social Studies Specialty Courses
HIS	1013	Civilization to 1660
HIS	1023	Civilization since 1660
HIS	2053	U.S. History to 1877
HIS	2063	U.S. History since 1877
PSC	1013	American National Government
GEO	1023	Introduction to Geography
GEO	2063	World Geography
ECO	2013	Macroeconomics

Curriculum Revision
Bachelor of Science in Engineering Physics (DC 2485; CIP 14.1201; 123 credit hours; Fall 2016)

<u>Deleted Courses</u>
EGR	1411	Engineering Graphics
PHY	3473	Computational Physics
PHY	4183	Electrodynamics
EGR	4261	Engineering Design

<u>Added Courses</u>
EGR	1413	Engineering Graphics
EGR	2253	Engineering Computation
EGR	4263	Engineering Design I
EGR	4553	Engineering Design II
PHY	4273	Quantum Mechanics
EGR	3043	Engineering Thermo I

<u>National Park College</u>
Reconfiguration of Existing Degree Program
Associate of Arts in General Education (DC 0050; CIP 24.0102) reconfigured to create the Associate of Science in Recreation (CIP 31.0101; 60 credit hours; Fall 2016)

General Education – 35 credit hours
ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	1114	General Biology with Lab
ESCI	1104	Earth Science (or)
PHYS	1124	Astronomy
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Recreation – Core – 25 credit hours

REC	2103	Introduction to Recreation
REC	2113	Introduction to Outdoor Recreation Natural Resources
REC	2123	Leadership Techniques in Recreation and Sport
REC	2133	Prevention & Treatment of Athletic Injuries/CPR
HPR	1102	Life Fitness Concepts
	XX11	Core Electives

Associate of Applied Science in Accounting (DC 0140; CIP 52.0302) and the Associate of Applied Science in Office Administration (DC 0820; CIP 52.0401) reconfigured to create the Associate of Applied Science in Business Management (CIP 52.0201; 60 credit hours; Fall 2016)

Accounting Track – 60 credit hours

Fall Semester – 15 credit hours

ACT	1103	Principles of Accounting I
BUS	2203	Business Law
ENG	1113	English Composition I
CIS	1013	Information Systems I
	XXX3	General Education Elective

Spring Semester – 15 credit hours

ACT	1113	Principles of Accounting 2
ACT	1203	Computerized Accounting
ACT	1013	Payroll Accounting
ENG	1123	English Composition II
CIS	2013	Information Systems 2

Fall Semester – 15 credit hours

MATH	1053	Applied Math
BUS	1113	Introduction to Business
BUS	1133	Introduction to Income Tax
ECON	2203	Macroeconomics
	XXX3	General Education Elective

Spring Semester – 15 credit hours

SUPM	1123	Introduction to Supervision
ECON	2213	Microeconomics
CIS	1173	Spreadsheets
ACT	1303	Not for Profit Accounting
ACT	2393	Accounting Internship

Management/Marketing Track – 60 credit hours

Fall Semester – 15 credit hours

ACT	1103	Principles of Accounting I
BUS	2203	Business Law
ENG	1113	English Composition I
CIS	1013	Information Systems I
	XXX3	General Education Elective

Spring Semester – 15 credit hours

ACT	1203	Computerized Accounting
ACT	1013	Payroll Accounting

ENG	1123	English Composition II
CIS	2013	Information Systems 2
BUS	1143	Introduction to Marketing

Fall Semester – 15 credit hours

BUS	1223	Human Resource Management
BUS	1133	Introduction to Business
CIS	1903	Web Design
MATH	1053	Applied Math
SPCH	1103	Fundamentals of Public Speaking

Spring Semester – 15 credit hours

BUS	*2093*	*Internship*
BUS	1183	Small Business Management
BUS	*2343*	*Advertising*
BUS	*2353*	*Retailing*
SUPM	1123	Introduction to Supervision

New courses

Associate Degree for Transfer and Bachelor's Degree Completion

Associate of Science in Recreation (CIP 31.0101; 60 credit hours; Fall 2016) to the Emphasis in Natural Resources Management in the Bachelor of Science in Recreation (DC 3120; CIP 31.0301; 120 credit hours; Fall 2016) at Henderson State University

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	1114	General Biology with Lab
ESCI	1104	Earth Science (or)
PHYS	1124	Astronomy
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Recreation – Core – 25 credit hours

REC	2103	Introduction to Recreation
REC	2113	Introduction to Outdoor Recreation Natural Resources
REC	2123	Leadership Techniques in Recreation and Sport
REC	2133	Prevention & Treatment of Athletic Injuries/CPR
CIS	1013	Information Systems I
BIOL	1154	Zoology (or)
BIOL	1164	Botany
ORT	1100	Freshman Orientation

HSU Emphasis in Natural Resources Management in the Bachelor of Science in Recreation – 61 credit hours

Natural Resources – Professional Core – 39 credit hours

REC	3023	Program Planning Practicum
REC	3033	Recreation and Sport Facility Design, Maintenance & Management
REC	3143	Travel and Tourism
REC	3253	Inclusive Recreation and Sport
REC	3263	Commercial Recreation and Sport

REC	4053	Evaluation and Research in Recreation and Sport
REC	4083	Organization and Administration of Recreation and Sport
REC	4153	Practicum in Recreation and Sport
REC	4193	Special Events
REC	4230	Internship in Recreation Seminar
REC	4066	Field Experience I (Internship I)
REC	4073	Field Experience II (Internship II)

Natural Resources – Interdisciplinary Core – 9 credit hours

GBU	3143	Legal Environment of Business
REC	3173	Wilderness Policy/Management
REC	4183	Outdoor Adventure/Leadership

Natural Resources – Directed Elective – 4 credit hours

| BIO | 2104 | Botany (or) |
| BIO | 2114 | Zoology |

Other Required Courses – 9 credit hours

3-4000	Non-Western Culture (Part of Liberal Arts Core)
3-4000	Writing (Part of Liberal Arts Core)
3-4000	Writing Intensive

Associate of Science in Recreation (CIP 31.0101; 60 credit hours; Fall 2016) to the Emphasis in Leisure Services Management in the Bachelor of Science in Recreation (DC 3120; CIP 31.0301; 120 credit hours; Fall 2016) at Henderson State University

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	1114	General Biology with Lab
PHYS	1124	Astronomy
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Recreation – Core – 25 credit hours

HPR	1102	Life Fitness Concepts
ALH	2003	Nutrition
REC	2103	Introduction to Recreation
REC	2113	Introduction to Outdoor Recreation Natural Resources
REC	2123	Leadership Techniques in Recreation and Sport
REC	2133	Prevention & Treatment of Athletic Injuries/CPR
CIS	1013	Information Systems I
ACCT	1103	Principles of Accounting I
ECON	2203	Macroeconomics
ORT	1100	Freshman Orientation

HSU Emphasis in Leisure Services Management in the Bachelor of Science in Recreation – 60 credit hours

Leisure Services – Professional Core – 39 credit hours

| REC | 3023 | Program Planning Practicum |
| REC | 3033 | Recreation and Sport Facility Design, Maintenance & Management |

REC	3143	Travel and Tourism
REC	3253	Inclusive Recreation and Sport
REC	3263	Commercial Recreation and Sport
REC	4053	Evaluation and Research in Recreation and Sport
REC	4083	Organization and Administration of Recreation and Sport
REC	4153	Practicum in Recreation and Sport
REC	4193	Special Events
REC	4230	Internship in Recreation Seminar
REC	4066	Field Experience I (Internship I)
REC	4073	Field Experience II (Internship II)

Leisure Services – Interdisciplinary Core – 12 credit hours

COM	2513	Leadership Group Communication (or)
COM	3273	Organizational Communication
PSC	3143	Municipal Government (or)
PSC	4063	Public Administration
REC	3273	Marketing
REC	4283	Legal Issues and Risk Management

Other Required Courses – 9 credit hours

3-4000	Non-Western Culture (Part of Liberal Arts Core)
3-4000	Writing (Part of Liberal Arts Core)
3-4000	Writing Intensive

NPC/HSU Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Recreation at National Park College (NPC) to the Emphasis in Natural Resources Management or Leisure Services Management in the Bachelor of Science in Recreation at Henderson State University (HSU).

Agreement

It is agreed that any student who has earned the Associate of Science in Recreation degree at NPC will be admitted to Emphasis in Natural Resources Management or Leisure Services Management in the Bachelor of Science in Recreation at HSU with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to HSU.
- The student will have earned the Associate of Science in Recreation at NPC, with at least a 2.75 cumulative grade point average, on or after the effective date of this agreement.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at HSU.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Recreation degree plan at NPC, before entering HSU, must work with an academic advisor to ensure timely completion of degree program requirements.

- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to HSU.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of HSU.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both HSU and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- HSU and NPC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at NPC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- HSU and NPC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, no new students will be admitted to the program; however, all students who have already been admitted to HSU, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- This agreement shall become effective at the time that the Arkansas Department of Higher Education has been notified and approval has been granted.

Associate of Science in Liberal Arts and Sciences (DC 0910; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Human Services (DC 2770; CIP 44.0701; 120 credit hours; Fall 2016) at Henderson State University

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	1114	General Biology with Lab
ESCI	1104	Earth Science (or)
PHYS	1114	Physical Science
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

NPC Required Course – 4 credit hours

ORT	1100	Freshman Orientation
ORT	1203	College Seminar
PE	1XX1	Any PE course may satisfy the one-hour activity course

Human Services and Liberal Arts Core Required Courses – 25 credit hours

PHIL	1123	Introduction to Philosophy (or)
SPAN	1103	Beginning Spanish I (or)
SPAN	1113	Beginning Spanish II
PSYC	2013	Developmental Psychology
SOC	1103	Introduction to Sociology
SOC	2103	Introduction to Human Services
SOC	2113	Cultural Diversity
SOC	2203	Social Problems
SOC	2233	Basic Interviewing Skills and Practice

HSU Bachelor of Science in Human Services – 60 credit hours

HS	3023	Social Welfare Policy
HS	3033	Methods
HS	4043	Human Behavior and Social Environment
HS	4066	Field Experience
HS	4076	Field Experience
SOC	3063	World Cultures
SOC	3103	Statistics
SOC	4213	Research Methods
	XX18	Required Interdisciplinary
	XX12	Research Tools

Other Required Courses – 6 credit hours

ENG	3613	Technical Writing (or) (Liberal Arts Core)
ENG	4453	Advanced Composition (Liberal Arts Core)
HS	4052	Methods II (Writing Intensive Requirement)
HS	4081	Seminar (Writing Intensive Requirement)

NPC/HSU Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Liberal Arts and Sciences at National Park College (NPC) to the Bachelor of Science in Human Services at Henderson State University (HSU).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at NPC will be admitted to Bachelor of Science in Human Services at HSU with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to HSU.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at NPC, with at least a 2.75 cumulative grade point average, on or after the effective date of this agreement.

- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at HSU.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at NPC, as stipulated on the above-referenced degree plan checklist, before entering HSU, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to HSU.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of HSU.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both HSU and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- HSU and NPC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at NPC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.
- HSU and NPC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, no new students will be admitted to the program; however, all students who have already been admitted to HSU, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- This agreement shall become effective at the time that the Arkansas Department of Higher Education has been notified and approval has been granted.

Associate of Science in Liberal Arts and Sciences (DC 0910; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Social Work (DC 2777; CIP 44.0701; 120 credit hours; Fall 2016) at the University of Arkansas at Little Rock

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	1114	General Biology with Lab
PHYS	1114	Physical Science
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

NPC Required Course – 0 credit hours

ORT	1100	Freshman Orientation

Social Work Required Courses – 25 credit hours

SOC	2223	Introduction to Social Work
SOC	1103	Introduction to Sociology (or)
PSYC	1103	General Psychology (whichever was not taken as General Education Core)
PSYC	2163	Abnormal Psychology
SOC	2233	Basic Interviewing Skills and Practice
PSYC	2013	Developmental Psychology
ORT	1203	College Seminar
	XXX7	General Electives

UALR Bachelor of Social Work – 60 credit hours

Required Social Work Courses – 47 credit hours

SOWK	3302	Cultural Diversity
SOWK	3303	Human Behavior in the Social Environment I
SOWK	3304	Human Behavior in the Social Environment II
SOWK	3313	Social Welfare Policy I
SOWK	3314	Social Welfare Policy II
SOWK	3315	Policy Practice
SOWK	3322	Methods of Social Work Research
SOWK	3331	Practice I
SOWK	3381	Social Work Statistics
SOWK	4212	Field Seminar I
SOWK	4213	Field Seminar II
SOWK	4332	Practice II
SOWK	4333	Practice III
SOWK	4541	Field Experience I
SOWK	4542	Field Experience II

Other Required Courses – 13 credit hours

RHET	X3XX	Three credit hours of upper level (3000-4000 level) Rhetoric & Writing
	X9XX	Nine credit hours of upper level (3000-4000 level) courses from the following: Gerontology, Political Science, Sociology and Anthropology, Psychology, Criminal Justice, Human Service Administration, Health Sciences, and Public Administration
	X1XX	General Elective

NPC/UALR Transfer Agreement

<u>Purpose</u>

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Liberal Arts and Sciences (ASLAS) at National Park College (NPC) to the Bachelor of Social Work (BSW) at the University of Arkansas at Little Rock (UALR).

<u>Agreement</u>

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at NPC will be admitted to the Bachelor of Social Work at UALR with full junior classification, subject to the provisions listed below.

<u>Admission Requirements</u>

- The student must complete the requirements necessary for general admission to UALR as well as specific admission to the UALR BSW.
- The student will have earned the ASLAS at NPC.
- Degree program admission requirements for students who transfer pursuant to this Agreement will be determined in the same manner as if their initial enrollment had been at UALR.

<u>Transfer of Credits</u>

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the ASLAS program degree plan at NPC, before entering UALR, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UALR.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UALR.

<u>Course Substitutions</u>

It is agreed that the following courses from NPC will substitute for required courses at UALR:

- SOC 2223 for SOWK 1301
- PSYC 2163 for PSYC 3360 (Only for the Social Work Program. This course will transfer in as an elective, but will satisfy the BSW requirement of PSYC 3360.)
- PSYC 2013 for 3 hours of upper level related field electives.

<u>Implementation and Review</u>

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UALR and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UALR and NPC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at NPC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein.

- UALR and NPC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UALR, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- This agreement shall become effective at the time that the Arkansas Department of Higher Education has been notified and approval has been granted.

Associate Degree for Transfer and Bachelor's Degree Completion

Associate of Science in Liberal Arts and Sciences (DC 0910; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Nutrition (DC 5192; CIP 19.0501; 120 credit hours; Fall 2016) at the University of Central Arkansas

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	2224	Anatomy & Physiology I
PHYS	1114	Physical Science (or other Physical Science with Lab)
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Nutrition Core – 25 credit hours

ALH	2003	Nutrition
BIOL	2234	Anatomy & Physiology II
BIOL	2244	Microbiology
MATH	1293	Introduction to Statistics
PSYC	2013	Developmental Psychology
	XXX8	General Electives

UCA Bachelor of Science in Nutrition – 60 credit hours

CHEM	1402	General Chemistry for Health Sciences
CHEM	2450	Introduction to Organic and Biochemistry
FACS	3311	Resource Management
FACS	3372	Personal & Family Finance
FACS	3456	Methods in Family & Consumer Sciences Education
NUTR	2310	Food Science
NUTR	2311	Meal Management
NUTR	3350	Community Nutrition
NUTR	3370	Advanced Nutrition
NUTR	3380	Food Economics
NUTR	3390	Nutrition & Metabolism
NUTR	4301	Research in Family & Consumer Sciences/Nutrition

NUTR	4315	Sports Nutrition
NUTR	4321	Nutrition Services Administration
NUTR	4325	Medical Nutrition Therapy I
NUTR	4335	Nutrition Senior Seminar
NUTR	4351	Experimental Food Science
NUTR	4374	Medical Nutrition Therapy II
NUTR	4395	Nutrition Contemporary Issues

Associate of Science in Liberal Arts and Sciences (DC 0910; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Education (DC 2690; CIP 51.1504; 120 credit hours; Fall 2016) at the University of Central Arkansas

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	2224	Anatomy & Physiology I
PHYS	1114	Physical Science (or other Physical Science with Lab)
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Health Education Core – 25 credit hours

BIOL	2234	Anatomy & Physiology II
BIOL	2244	Microbiology
HPR	1113	Personal Safety and First Aid
MATH	1293	Introduction to Statistics
PE	1102	Life Fitness Concepts
	XXX9	General Electives

UCA Bachelor of Science in Health Education – 60 credit hours

Major Requirements – 29 credit hours

H ED	2201	First Aid
H ED	3300	Health Education Methods and Materials
H ED	3301	Theoretical Bases of Health Education
H ED	3320	Epidemiological Research
H ED	4300	Community Health Programs
H ED	4320	Health Promotion Interventions
H ED	4331	Program Planning and Evaluation
H ED	4370	Administration of Health Programs
H ED	4600	Health Education Internship

Major Elective – 9 credit hours

Choose three courses from the following:

H ED	2320	Mental Health
H ED	3305	Human Sexuality
H ED	3315	Theory and Practice of Prevention
H ED	4301	Health Education in the Medical Care Setting
H ED	4302	Health Education in the Worksite
H ED	4303	Environmental Health Problems
H ED	4312	Drug Education
H ED	4343	Health Strategies for Multicultural Populations

Electives – 22 credit hours

X12X	Upper Division General Electives
X10X	General Electives

Associate of Science in Liberal Arts and Sciences (DC 0910; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Health Sciences (Health Services Administration) (DC 2715; CIP 51.9999; 120 credit hours; Fall 2016) at the University of Central Arkansas

General Education – 35 credit hours

ENG	1113	English Composition I
ENG	1123	English Composition II
SPCH	1103	Fundamentals of Public Speaking
MATH	1123	College Algebra
BIOL	2224	Anatomy & Physiology I
PHYS	1204	General Physics I
	XXX6	Fine Arts/Humanities
	XXX9	Social Sciences

Health Sciences (Health Services Administration) – 25 credit hours

ACT	1103	Principles of Accounting I
ACT	1113	Principles of Accounting II
BIOL	2234	Anatomy & Physiology II
BIOL	2244	Microbiology
ECON	2203	Macroeconomics
MATH	1293	Introduction to Statistics
PHYS	2204	General Physics II
	XXX1	General Elective

UCA Bachelor of Science in Health Sciences (Health Services Administration) – 60 credit hours

Major Requirements – 42 credit hours

BIOL	4311	Pathophysiology
BIOL	4351	General Pharmacology
CHEM	1402	General Chemistry for Health Sciences
CHEM	2450	Introduction to Organic and Biochemistry
ECON	2321	Principles of Microeconomics
FINA	3330	Managing Finance and Capital
H ED	4301	Health Education in the Medical Care Setting
H ED	4370	Administration of Health Programs
H SC	3123	Medical Terminology
H SC	4600	Health Sciences Internship
MGMT	3340	Managing People and Work
MIS	2343	Desktop Decision Support Technologies
MKTG	3350	Principles of Marketing

Major Electives – 6 credit hours

Choose two courses from the following:

H ED	3300	Health Education Methods and Materials
H ED	3305	Human Sexuality
H ED	3315	Theory and Practice of Prevention
H ED	4300	Community Health Programs
H ED	4303	Environmental Health Problems

H ED	4312	Drug Education
H ED	4343	Health Strategies for Multicultural Populations
H ED	4331	Program Planning and Evaluation
H ED	4370	Administration of Health Programs
H ED	4395	Contemporary Health Concerns: Women

Electives – 12 credit hours

| | X6XX | Upper Division Electives |
| | X6XX | General Electives |

NPC/UCA Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Liberal Arts Sciences at National Park College (NPC) to the Bachelor of Science in Nutrition; the Bachelor of Science in Health Education; or the Bachelor of Science in Health Sciences (Health Services Administration) at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at NPC will be admitted to the Bachelor of Science in Nutrition; the Bachelor of Science in Health Education; or the Bachelor of Science in Health Sciences (Health Services Administration) at UCA with full junior classification, subject to the provisions listed below.

Admission Requirements

- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at NPC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits

- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at NPC, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review

- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and NPC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.

- UCA and NPC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at NPC. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein. A period of non-enrollment for 12 months or more would require the student to adhere to Agreement requirements corresponding to the academic year of re-enrollment.
- UCA and NPC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous

- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.
- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

Curriculum Revision

Technical Certificate in Marine Repair Technology (DC 4551; CIP 47.0616; 38 credit hours; Fall 2016)

Deleted Courses

MAR	1604	Major Overhaul
MAR	1613	Major Overhaul Lab
MAR	1223	Fiberglass

Added Courses

MAR	*1213*	*Introduction to Marine Repair*
MAR	*1713*	*Electrical Systems Lab*
MAR	*1523*	*Service & Routine Maintenance Lab*

New courses

Emphasis in Computer Support Specialist in the Associate of Applied Science in Computer Information Systems Technology (DC 3521; CIP 11.0101; 60 credit hours; Fall 2016)

Deleted Courses

EE	2801	PC Troubleshooting Lab
EE	2804	Basic PC Troubleshooting
EE	2904	Advance PC Troubleshooting

Added Courses

CS	*2XX4*	*Cybersecurity*
CS	*2XX4*	*Ethical Hacking*
CS	2301	CIS Internship

New courses

Inactive Program
Certificate of Proficiency in Electronic Health Records Management (DC 1700; CIP 51.0706; Fall 2016)
Technical Certificate in Pharmacy Technology (DC 2510; CIP 51.0805; Fall 2016)
Associate of Applied Science in Accounting (DC 0140; CIP 52.0302; Fall 2016)
Associate of Applied Science in Office Administration (DC 0820; CIP 52.0401; Fall 2016)

North Arkansas College
New Certificate Program
Certificate of Proficiency in Workforce Technology (CIP 32.0111; 9-12 credit hours; Fall 2016)

ET	1001	Technical Mathematics I (and)
ET	1002	Technical Mathematics II (or)
ET	1134	Applied Algebra and Trigonometry (or)
MAT	1123	Math for Career Technology III (or higher)
CT	1021	Industrial Safety
TECH	1102	Technical Communications
	XXX3-6	Technical Programs Electives

NorthWest Arkansas Community College
Curriculum Revision
Associate of Applied Science in Legal Assistant/Paralegal Studies (DC 0610; CIP 22.0302; 62-64 credit hours; Fall 2016)
Deleted Courses:

MATH	1203	College Algebra
MATH	1204R	College Algebra with Review
LEGL	2822	Trial Practice
LEGL	2954	Paralegal Internship
LEGL	2952	Paralegal Internship

Added Course:

LEGL	2953	Paralegal Internship

Associate of Applied Science in Computer-Aided Drafting & Design (DC 0425; CIP 15.1301; 60-61 credit hours; Fall 2016)
Deleted Courses:

ENGL	2013	Technical Writing
COMM	1313	Fundamentals of Communication
MATH	1213	Plane Trigonometry

Option in Mechanical Design
Deleted Course:

OSHA	2533	Safety and Health Risk Management

Option in Civil/Landscape Design
Deleted Course:

HORT	2303	Introduction to Turfgrass Management

Associate of Applied Science in Computer Information Systems (DC 0320; CIP 11.0101; 60-66 credit hours; Fall 2016)
Option in Computer Networking
Deleted Courses:

ENGL	2013	Technical Writing
NTWK	2233	Information Assurance
CISM	1203	Internet Resourcing

Revised Courses:

NTWK	2013	Network and Information Systems (changed to)
NTWK	2014	Networking and Information Systems
NTWK	2083	Network Hardware Support (changed to)
NTWK	2084	Network Hardware Support
NTWK	2213	Switching Basics & Intermediate Routing (changed to)
NTWK	2214	Switching Basics & Intermediate Routing
NTWK	2223	WAN Implementation & Support (changed to)
NTWK	2224	WAN Implementation & Support

Option in Computer Programming
Deleted Courses:
General Education Required Course

ENGL	2013	Technical Writing

General Business Elective Course

CISM	1203	Internet Resourcing

Programming Core Course

CISM	1403	Database Management (Access)

Track B – Web Development Courses

ART	1313	Design I
CISM	1243	Introduction to Web Animation
CISM	1223	Photoshop
CISM	2133	Intermediate Web Page Design

Track C – Database Development Courses

CISM	1433	SQL Concepts
CISM	2413	Database Integration with VBA

Revised Courses:
Programming Core Course

PROG	1103	VISUAL Basic Programming (changed to)
PROG	1103	GUI Programming

Track C – Database Development Course

CISM	1423	Database Concepts (changed to)
CISM	1423	Database Management I
CISM	2403	Advanced Database Management (changed to)
CISM	2403	Database Management II

Track A – Application Development
Added Courses:
  PROG   1603   Apple Programming
  PROG   2203   C++ Programming II
  PROG   2413   JAVA Programming II
  PROG   2503   IOS App Development
  PROG   2603   Android App Development

Option in Information Management and Applications
Deleted Courses:
  CISM   1203   Internet Resourcing
  CISM   2133   Intermediate Web Page Design
  CISM   2603   Word/Information Process II
  OSIM   2403   Desktop Publishing
  PROG   1103   VISUAL Basic Programming
  BADM   2523   Small Business Management
  BUTR   2033   Acquisition & Management of Human Capital
  INTB   1003   Introduction to International Business
Revised Courses:
  PROG   1103   VISUAL Basic Programming (changed to)
  PROG   1103   GUI Programming
 (Deletion of obsolete courses and revision of degree to keep current with the needs of the
area workforce.)

Emphasis in Accounting in the Associate of Applied Science in Business Management (DC
0300; CIP 52.0201; 60 credit hours; Fall 2016)
Deleted Course
  ACCT   2073   Payroll and Business Tax Accounting
Revised Course
  ACCT   2043   Computerized Accounting (changed to)
  ACCT   2043   Computerized Accounting with Payroll
Added Course
  ACCT   2203   Accounting Practicum

Certificate of Proficiency in Baking Arts (DC 1120; CIP 12.0501; 18 credit hours; Fall 2016)
Deleted Courses
  BAKG   2403   Baking Internship
  BAKG   XXX3   Chocolates or Advanced Cakes

Course Name Changes
  CULY   1003   Safety & Sanitation (changed to)
  FDST   1203   Sanitation

  BAKG   1003   Introduction to Baking (changed to)
  BAKG   1003   Baking

  BAKG   1203   Artisan Breads (changed to)
  BAKG   1203   Bread

BAKG	1303	Cakes and Cake Decorating (changed to)
BAKG	1303	Cakes

Added Course
<u>

BAKG	XXX3	Elective

Certificate of Proficiency in Culinary Arts (DC 4581; CIP 12.0503; 18 credit hours; Fall 2016)
<u>Deleted Course</u>

CULY	2403	Culinary Internship

<u>Course Name Changes</u>

CULY	1003	Safety & Sanitation (changed to)
FDST	1203	Sanitation

CULY	1103	Introduction to Food Prep and Theory (changed to)
FDST	1103	Foundations

CULY	1203	Stock, Sauces and Soups (changed to)
CULY	1203	Fonds

CULY	1303	Center of the Plate Applications (changed to)
CULY	1303	Methods

<u>Added Courses</u>

CULY	XXX3	Culinary Elective or
HOSP	XXX3	Hospitality Elective

Technical Certificate in Artisanal Food (DC 2580; CIP 12.0503; 36 credit hours; Fall 2016)
<u>Deleted Courses</u>

MATH	1204	College Algebra
HOSP	1003	Introduction to Hospitality
HOSP	1203	Nutrition for Food Service
BAKG	2203	Advanced Bread Baking
BAKG	1103	Classical Pastries

<u>Course Name Changes</u>

CULY	1003	Safety & Sanitation (changed to)
FDST	1203	Sanitation

CULY	1103	Introduction to Food Prep and Theory (changed to)
FDST	1103	Foundations

BAKG	1203	Artisan Breads (changed to)
BAKG	1203	Bread

Added Courses
   BAKG   1003   Baking
   CULY   1303   Methods
   CULY   1203   Fonds
   FDST   1003   Food Systems

Technical Certificate in Baking Arts (DC 2120; CIP 12.0501; 36 credit hours; Fall 2016)
Deleted Courses
   HOSP   1003   Introduction to Hospitality
   HOSP   1103   Supervisory Management
   HOSP   1203   Nutrition for Food Service
   BAKG   2103   Bakeshop Operations
   BAKG   2403   Baking Internship

Course Name Changes
   CULY   1003   Safety & Sanitation (changed to)
   FDST   1203   Sanitation

   HOSP   2203   Revenue Management & Cost Control (changed to)
   FDST   2003   Cost Control
   BAKG   1003   Introduction to Baking (changed to)
   BAKG   1003   Baking

   BAKG   1203   Artisan Breads (changed to)
   BAKG   1203   Bread

   BAKG   1303   Cakes and Cake Decorating (changed to)
   BAKG   1303   Cakes

Added Courses
   MATH   1003   Math for General Education
   FDST   1303   Culinary Nutrition
   FDST   1103   Foundations
   FDST   1003   Food Systems
   BAKG   2203   Chocolates

Technical Certificate in Culinary Arts (DC 4580; CIP 12.0503; 36 credit hours; Fall 2016)
Deleted Courses
   HOSP   1003   Introduction to Hospitality
   HOSP   1203   Nutrition for Food Service
   CULY   2403   Culinary Internship
   CULY   2103   Contemporary Cuisine
   CULY   1403   Garde Manger

Course Name Changes
   CULY   1003   Safety & Sanitation (changed to)
   FDST   1203   Sanitation

CULY   1103   Introduction to Food Prep and Theory (changed to)
FDST   1103   Foundations

CULY   1203   Stock, Sauces and Soups (changed to)
CULY   1203   Fonds

CULY   1303   Center of the Plate Applications (changed to)
CULY   1303   Methods

HOSP   2203   Revenue Management & Cost Control (changed to)
FDST   2003   Cost Control

Added Courses
MATH   1003   Math for General Education
FDST   1303   Culinary Nutrition
FDST   1003   Food Systems
CULY   2203   Events Catering

Associate of Applied Science in Culinary Arts (DC 2121; CIP 12.0503; 60 credit hours; Fall 2016)
Deleted Courses
HOSP   1003   Introduction to Hospitality
HOSP   1203   Nutrition for Food Service
HOSP   2103   Hospitality Layout & Menu
HOSP   1103   Supervisory Management
CULY   2403   Culinary Internship
CULY   2103   Contemporary Cuisine
CULY   1403   Garde Manger

Course Name Changes
CULY   1003   Safety & Sanitation (changed to)
FDST   1203   Sanitation

CULY   1103   Introduction to Food Prep and Theory (changed to)
FDST   1103   Foundations

CULY   1203   Stock, Sauces and Soups (changed to)
CULY   1203   Fonds

CULY   1303   Center of the Plate Applications (changed to)
CULY   1303   Methods

HOSP   2203   Revenue Management & Cost Control (changed to)
FDST   2003   Cost Control

BAKG   1003   Introduction to Baking (changed to)
BAKG   1003   Baking

Added Courses
   FDST   1303   Culinary Nutrition
   FDST   1003   Food Systems
   CULY   2203   Events Catering
   CULY   2213   Seasonal Kitchen
   CULY   2803   Culinary Capstone
   CULY   2123   Butchery & Charcuterie
   FDST   2103   Beverage Management

Emphasis in Baking and Pastry Arts in the Associate of Applied Science in Culinary Arts (DC 2121; CIP 12.0503; 60 credit hours; Fall 2016)

Deleted Courses
   HOSP   1003   Introduction to Hospitality
   HOSP   1203   Nutrition for Food Service
   HOSP   1403   Hospitality Marketing
   HOSP   1103   Supervisory Management

Course Name Changes
   CULY   1003   Safety & Sanitation (changed to)
   FDST   1203   Sanitation

   CULY   1103   Introduction to Food Prep and Theory (changed to)
   FDST   1103   Foundations

   BAKG   1003   Introduction to Baking (changed to)
   BAKG   1003   Baking

   BAKG   1303   Cakes and Cake Decorating (changed to)
   BAKG   1303   Cakes

   BAKG   2103   Chocolates & Confections (changed to)
   BAKG   2103   Chocolates

   BAKG   1203   Artisan Breads (changed to)
   BAKG   1203   Bread

   BAKG   2303   Advanced Cake Decorating (changed to)
   BAKG   2303   Advanced Cake

   BAKG   2103   Bakeshop Operations (changed to)
   BAKG   2103   Baking Capstone

   HOSP   2203   Revenue Management & Cost Control (changed to)
   HOSP   2203   Cost Control

Added Courses
   FDST   1303   Culinary Nutrition
   FDST   1003   Food Systems
   BAKG   2113   Advanced Breads

FDST	2103	Beverage Management

Emphasis in Artisanal Food in the Associate of Applied Science in Culinary Arts (DC 2121; CIP 12.0503; 60 credit hours; Fall 2016)

<u>Deleted Courses</u>

HOSP	1003	Introduction to Hospitality
HOSP	1203	Nutrition for Food Service
HOSP	2103	Hospitality Layout & Menu
HOSP	1103	Supervisory Management

<u>Course Name Changes</u>

CULY	1003	Safety & Sanitation (changed to)
FDST	1203	Sanitation
CULY	1103	Introduction to Food Prep and Theory (changed to)
FDST	1103	Foundations
CULY	1203	Stock, Sauces and Soups (changed to)
CULY	1203	Fonds
CULY	1303	Center of the Plate Applications (changed to)
CULY	1303	Methods
BAKG	1003	Introduction to Baking (changed to)
BAKG	1003	Baking
HOSP	2203	Revenue Management & Cost Control (changed to)
FDST	2003	Cost Control

<u>Added Courses</u>

FDST	1003	Food Systems
CULY	2803	Culinary Capstone
BAKG	1203	Breads
BAKG	2113	Advanced Breads
FDST	2103	Beverage Management

Certificate of Proficiency in Hospitality Management (DC 0665; CIP 52.0901; 18 credit hours; Fall 2016)

<u>Deleted Courses</u>

HOSP	2403	Hospitality Internship
HOSP	1503	Catering and Banquet Service

Technical Certificate in Hospitality Management (DC 1665; CIP 52.0901; 36 credit hours; Fall 2016)

<u>Deleted Course</u>

HOSP	2403	Hospitality Internship

<u>Added Course</u>

MATH	1003	Math for AAS General Education

Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Applied Science in Early Childhood Education (DC 0437; CIP 13.1210; 61 credit hours; Fall 2016) to the Bachelor of Science in Child Development at Central Methodist University

General Education – 24 to 24 credit hours

ENGL	1013	English Composition I
ENGL	1023	English Composition II
COMM	1303	Public Speaking
CISQ	1103	Introduction to Computer Information
MATH	1003	Math for AAS (or)
MATH	1203	College Algebra-Accelerated (or)
MATH	1204	College Algebra (or)
MATH	1204R	College Algebra with Review
PSYC	2003	General Psychology
SOCI	2013	General Sociology

Early Childhood Education Credits – 37 credit hours

CHED	1003	Foundations of Early Childhood Education
CHED	1033	Creative Experiences
CHED	1201	Field Experience I
CHED	1203	Environments for Young Children
ECTC	2303	Literacy & Language Arts for Early Childhood
ECTC	2403	Math & Science for Early Childhood
ECTC	2503	Child Guidance
ECTC	2603	Child Development Practicum
ECTC	2703	Preschool Curriculum
ECTC	2803	Infant and Toddler Curriculum
ECTC	2903	Future Perspectives in Early Childhood

Central Methodist University Bachelor of Science in Child Development – 60 credit hours

EN	306	Technical Writing
RL	122	Religion
PY	301	Abnormal Psychology
BIO	100	Biology
PY	342/3	Psychology of the Exceptional Children/Practicum
MA	105	Statistics
		United States History
GEO	100	Geology
ED	264	Child Health
		Art Appreciation
HI	103	Missouri Civics
ED	326	Children's Literature
PE	202	Motor Learning
ED	444	Early Childhood Practicum
ED	315	Read Write Young Children
ED	332/3	Screen Diag/Practicum
ED	337	Curriculum Development
SO	321	Family Relations
PY	308	Personality

Central Methodist University/NorthWest Arkansas Community College Transfer Agreement

Purpose

Central Methodist University (CMU) and NorthWest Arkansas Community College (NWACC) seek to assist students in making a seamless transfer from the Associate of Applied Science in Early Childhood Education to the Bachelor of Science in Child Development degree by clarifying transfer policies and procedures between programs. Both institutions recognize the value and benefit of the completion of the AAS degree as the first two years of a baccalaureate degree prior to transfer. CMU will apply such to the Bachelor of Science in Child Development degree in a manner consistent with the treatment of native students.

Conditions of Transfer

Section I: Admissions and Matriculation

- NWACC students maintaining continuous enrollment under this agreement will be afforded the same treatment and protection as CMU native students enrolled under a specific catalog. Criteria for acceptance into CMU will be the same for transfer as for native students.
- Upon request of students, NWACC will provide verification of completed courses to CMU through its Admissions/Registration Office.
- Transfer students from NWACC will have access to financial aid, advising and other student services on the same basis as native students.
- CMU will apply the same academic progress and graduation standards to students who transferred from NWACC as those applied to native students.
- NWACC and CMU will cooperatively develop, regularly review, and update advisement materials. This will enable students to meet the terms of this agreement and transfer to CMU with maximum of ease.
- NWACC will advise interested students on the availability of the articulation agreement and the opportunities available to them by participating.
- NWACC and CMU will publicize the existence of the articulation agreement. Use of either institution's name and/or log in mass marketing materials requires mutual agreement negotiated between both marketing departments.

Section II: Transfer of Credit

- There is no maximum of credit hours that will be accepted by CMU from NWACC to be applied to the Bachelor of Science in Child Development degree. However, 36 credit hours of upper divisional courses are required from CMU.
- CMU will accept courses that are equivalent in rigor and content to its current curriculum in which a "D" or higher is earned unless a higher grade is required by a specific program. Developmental courses will not be accepted in transfer.
- Representatives of the advisement staff of NWACC and CMU will develop and annually review Transfer Guides that will provide information on programs and requirements. The Transfer Guides are a part of this agreement and provide degree opportunities covered by this agreement.

Section III: Program Plan

- See attached program for specific information regarding course transfer and degree requirement for the Bachelor of Science in Child Development.

<u>Terms of Agreement</u>
This agreement is made and entered into in the academic year 2015-16 and remains in effect here forth. Both institutions hereby indicate full agreement to the terms and conditions included above and the honoring of the course, program, and other requirements outlined in the Transfer Guides. The agreement may be amended at any time with the approval of both institutions and is subject to review every five years to assure currency with the respective degree requirements. Should either institution desire to discontinue this agreement, advance notification of two years (24 months) will be required.

Ozarka College
Reorganization of Existing Organizational Units
Division of Arts & Humanities (Department Code 2830) changed to Division of Arts, Humanities & Education

Division of Math, Science & Education (Department Code 2480) changed to Division of Math & Science

Pulaski Technical College
Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Science in Liberal Arts and Sciences (DC 1090; CIP 24.0101; 60 credit hours; Fall 2016) to the Bachelor of Science in Information Systems (DC 2797; CIP 11.0199; 120 credit hours; Fall 2016) at the University of Central Arkansas
General Education
ENGL	1311	English Composition I
ENGL	1312	English Composition II
SPCH	1300	Speech Communication
MATH	1302	College Algebra
BIOL	1400	Biology for General Education
PHYS	1401	Physical Science (or other Physical Science with Lab)
ENGL	2337	World Literature from the Beginning to 1650 (or)
ENGL	2338	World Literature from 1650 to Present
	X3XX	Fine Arts
	X3XX	History/Government
ECON	2322	Principles of Microeconomics
ECON	2323	Principles of Macroeconomics

Information Systems Foundation – 25 credit hours
ACCT	2310	Principles of Accounting I
BUS	2633	Legal Environment of Business
CIS	2514	Introduction to Computer Science I
CIS	2644	Introduction to Computer Science II
CIS	2733	Data Structures
MATH	1308	Business Calculus
MATH	2320	Introduction to Statistics and Probability
	X3XX	General Elective

UCA Bachelor of Science in Information Systems – 60 credit hours
Business Foundation
ECON	2310	Global Environment of Business
MGMT	231	Business Communications

Business Core
FINA	3330	Managing Finance & Capital
MGMT	3340	Managing People & Work
MIS	3321	Managing Systems & Technology
MKTG	3350	Principles of Marketing

Information Systems Requirement
MIS	3328	Systems Analysis and Design
MIS	4355	Project Management
	X3XX	CSCI/MIS Upper Division Elective
CSCI	3190	Social Implications of Technology
CSCI	X6XX	Upper Division Electives
	X5XX	General Electives

Choose one course from the following:
| CSCI | 1340 | Introduction to Programming |
| MIS | 3335 | Programming in Scripting Languages |

Choose one course from the following:
| CSCI | 3335 | Networking |
| MIS | 3363 | Telecommunications and Computer Networks |

Choose one course from the following:
| MIS | 3365 | Database Applications |
| CSCI | 3360 | Database Systems |

Choose one course from the following:
CSCI	3375	Internship
MIS	3382	Internship
	X3XX	CSCI/MIS/QMTH course approved by Chair

Choose one course from the following:
| CSCI | 3381 | Object-Oriented Software Development |
| MIS | 3339 | Programming in Java II |

Choose one course from the following:
| MIS | 4360 | Principles of Information Security |
| CSCI | 4315 | Information Security |

Choose one course from the following:
CSCI	4305	Linux/Unix Systems
CSCI	4365	Web Technology
CSCI	4370	Data Mining
MIS	4329	Database Management Systems
MIS	4366	E-Commerce and Advanced Website Development
MIS	4370	Advanced Web Design with Databases

PTC/UCA Transfer Agreement

Purpose

The purpose of this Agreement is to facilitate the transfer and degree completion of students earning the Associate of Science in Liberal Arts Sciences at Pulaski Technical College (PTC) to the Bachelor of Science in Information Systems at the University of Central Arkansas (UCA).

Agreement

It is agreed that any student who has earned the Associate of Science in Liberal Arts and Sciences at PTC will be admitted to the Bachelor of Science in Information Systems at UCA with full junior classification, subject to the provisions listed below.

Admission Requirements
- The student must complete the requirements necessary for general admission to UCA.
- The student will have earned the Associate of Science in Liberal Arts and Sciences at PTC, with at least a 2.0 cumulative grade point average, on or after the Effective Date of this Agreement.

Transfer of Credits
- Course requirements for this Agreement are displayed in the 2+2 Degree Plan Checklists listed above.
- A transfer student who has not completed all of the courses specified within the Associate of Science in Liberal Arts and Sciences degree plan at PTC, as stipulated, before entering UCA, must work with an academic advisor to ensure timely completion of degree program requirements.
- Remedial course grades will not be computed in the cumulative GPA for purposes of admission to UCA.
- UCA will accept the transfer of credits, up to a maximum of 6 credit hours, for "D" grades subject to conditions.
- Calculation of overall GPA for purposes of graduation and awarding of honors is left to the discretion of UCA.

Implementation and Review
- The Chief Academic Officers at each institution will implement the terms of this Agreement, including incorporation of any mutually agreed upon changes into subsequent revisions of this Agreement, assuring compliance with any applicable policies, procedures and guidelines.
- This Agreement will be reviewed on an annual basis; both UCA and PTC agree to notify one another in a timely manner of any curriculum changes that would significantly impact the nature of this Agreement.
- UCA and PTC will work together cooperatively, in the best interest of affected students, to resolve any issues related to the transfer of courses should changes to either degree program occur while the Agreement is in effect.
- Students will be subject to the terms and conditions of this Agreement in accordance with their academic year of entry at PTC, not to precede the academic year during which the Agreement first took effect. A student may opt for a subsequent revision of this Agreement, but must meet all of the requirements specified therein. A period of non-enrollment for 12 months or more would require the student to adhere to Agreement requirements corresponding to the academic year of re-enrollment.
- UCA and PTC will make every effort to inform students of this Agreement. This may include, but is not limited to, inclusion within each institution's website, university catalog, recruitment publications, media announcements, social media engagement, and in-person information sessions.

Miscellaneous
- This Agreement is effective upon executing and shall remain in effect even if persons, positions, and/or titles change.
- This Agreement may be terminated by either party with at least 90 calendar days written notice.
- In the event that the Agreement is terminated, all students who have already been admitted to UCA, in accordance with the terms of this Agreement, will be allowed to complete their approved course of study under the terms contained therein.

- Attached to this Agreement and made a part hereof as if set out word for word is the UCA University Contract Rider pursuant to Board of Trustees Policy No. 416.

Program Deletion
Certificate of Proficiency in Parts Specialist (DC 4344; CIP 47.0409; Fall 2016)

Associate of Applied Science in Environmental & Safety Technology (DC 0475; CIP 15.0507; Fall 2016)

Rich Mountain Community College
Institutional Merger
Rich Mountain Community College merges with the University of Arkansas System to become the University of Arkansas Community College Rich Mountain (July 29, 2016)

Southeast Arkansas College
Reconfiguration of Existing Degree Program
Associate of Applied Science in Electrical and Electronics Technology (DC 0460; CIP 47.0105; 60 credit hours) and Associate of Applied Science in Industrial and Mechanical Technology (DC 0570; CIP 47.0303; 60-61 credit hours) reconfigured to create the Associate of Applied Science in Electrical Mechanical Systems Technology with Options in Mechanical Technology and Electrical Systems Technology (CIP 47.0303; 60 credit hours; Fall 2016)
Option in Mechanical Technology
1st Year – 1st Semester

ELEC	1004	Principles of Technology
ELEC	1014	AC/DC Fundamentals of Electricity
ELEC	1024	Electronic and Digital Devices
MATH	1233	Technical Math
COMP	1123	Introduction to Computers

1st Year – 2nd Semester

MECH	1054	Electro-Mechanical Devices Systems
ELEC	1034	Industrial Motor Controls
MECH	1044	Fluid Power (Hydraulics-Pneumatics)
ENGL	1313	English Composition I

2nd Year – 1st Semester

AIRC	1163	Controls for Air Conditioning/Refrigeration
ELEC	2004	Programmable Logic Controllers
ELEC	2014	Wiring Principles and Codes
ENGL	1323	English Composition II

2nd Year – 2nd Semester

WELD	1713	Maintenance Welding
ELEC	2034	Troubleshooting Electro-Mechanical Systems
MECH	1813	Blueprint Reading & Measurement
	XXX3	Behavioral/Social Science Elective

Option in Electrical Systems Technology
1st Year – 1st Semester

ELEC	1004	Principles of Technology
ELEC	1014	AC/DC Fundamentals of Electricity

    ELEC   1024   Electronic and Digital Devices
    MATH   1233   Technical Math
    COMP   1123   Introduction to Computers
1st Year – 2nd Semester
    MECH   1003   Instrumentation and Controls I
    ELEC   1034   Industrial Motor Controls
    MECH   1044   Fluid Power (Hydraulics-Pneumatics)
    ENGL   1313   English Composition I
2nd Year – 1st Semester
    ELEC   2003   Instrumentation and Controls II
    ELEC   2004   Programmable Logic Controllers
    ELEC   2014   Wiring Principles and Codes
    ENGL   1323   English Composition II

2nd Year – 2nd Semester
    ELEC   2024   Commercial and Industrial Wiring
    ELEC   2034   Troubleshooting Electro-Mechanical Systems
    MECH   1813   Blueprint Reading & Measurement
            XXX3   Behavioral/Social Science Elective

Technical Certificate in Industrial Electricity (DC 4637; CIP 47.0105) reconfigured to create the Technical Certificate in Electrical Systems Technology (CIP 47.0303; 32 credit hours; Fall 2016)
1st Year – 1st Semester
    ELEC   1004   Principles of Technology
    ELEC   1014   AC/DC Fundamentals of Electricity
    ELEC   1024   Electronic and Digital Devices
    MATH   1233   Technical Math
    COMP   1123   Introduction to Computers
1st Year – 2nd Semester
    MECH   1003   Instrumentation and Controls I
    ELEC   1034   Industrial Motor Controls
    MECH   1044   Fluid Power (Hydraulics-Pneumatics)
    ENGL   1313   English Composition I

Technical Certificate in Industrial & Mechanical Technology (DC 4620; CIP 47.0303) reconfigured to create the Technical Certificate in Mechanical Systems Technology (33 credit hours; Fall 2016)
1st Year – 1st Semester
    ELEC   1004   Principles of Technology
    ELEC   1014   AC/DC Fundamentals of Electricity
    ELEC   1024   Electronic and Digital Devices
    MATH   1233   Technical Math
    COMP   1123   Introduction to Computers
1st Year – 2nd Semester
    MECH   1054   Electro-Mechanical Devices Systems
    ELEC   1034   Industrial Motor Controls
    MECH   1044   Fluid Power (Hydraulics-Pneumatics)

ENGL   1313   English Composition I

Inactive Program
Associate of Applied Science in Electrical & Electronics Technology (DC 0460; CIP 47.0105; Fall 2016)
Associate of Applied Science in Industrial & Mechanical Technology (DC 0570; CIP 47.0303; Fall 2016)
Technical Certificate in Electromechanical Maintenance (DC 4630; CIP 47.0105; Fall 2016)

<u>Southern Arkansas University</u>
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Department of Engineering & Engineering Physics (Department Code 1276) changed to Department of Engineering & Physics (Fall 2016)

Option in Student Affairs and College Counseling in the Master of Science in Clinical Mental Health Counseling (DC 5620; CIP 13.1199) changed to Option in College Counseling and Student Affairs in the Master of Science in Clinical Mental Health Counseling (Fall 2016)

Master of Education in School Counseling K-12 (DC 5640; CIP 13.1101) changed to Master of Education in School Counseling (Fall 2016)

New Certificate Program
Graduate Certificate in Special Education Resource K-6, 7-12 (CIP 13.1001; 12 credit hours; Fall 2016)
SPED   5123   Nature and Needs of Students with Mild Disabilities
SPED   5043   Instructional Planning
SPED   5663   Educational Diagnosis and Assessment
SPED   5073   Survey of Exceptional Individuals

New Option, Concentration, Emphasis
Emphasis in Supply Chain Management in the Bachelor of Business Administration in Business Administration (DC 1920; CIP 52.0101; 24 credit hours; Fall 2016)
SCM   4073   Supply Chain Management
IS   3013   ERP using SAP
SCM   3043   Business Analytics
SCM   3053   Project Management
SCM   4053   Stainable Supply Chain Practices
XXX9   Upper Level Business Electives
New courses

Option in Information Technology in the Master of Science in Computer & Information Sciences (DC 6170; CIP 11.0101; 12 credit hours; Fall 2016; 100% online)
MCIS   5003   Survey of Information Tech with Applications
MCIS   5113   Web Technology
MCIS   5413   Web Programming
MCIS   6153   Software Engineering

Option in Data Science in the Master of Science in Computer & Information Sciences (DC 6170; CIP 11.0101; 12 credit hours; Fall 2016; 100% online)

MCIS	*6273*	*Data Mining*
MCIS	*6283*	*Machine Learning*
MCIS	*6263*	*Big Data*
MCIS	6123	Decision Support Systems

New courses

Program Deletions
Associate of Science in General Education (DC 1090; CIP 24.0102; Fall 2016)
Associate of Applied Science in Agricultural Science (DC 1091; CIP 01.0102; Fall 2016)
Associate of Applied Science in Nursing (DC 0710; CIP 51.3801; Fall 2016)

Deleted Emphasis
Option in Math and Science; and option in English and Social Studies in the Bachelor of Science in Education in Middle School Education (DC 3915; CIP 13.1203; Fall 2016)
7-12 Option in the Master of Science in School Counseling (DC 5640; CIP 13.1101; Fall 2016)
P-8 Option in the Master of Science in School Counseling (DC 5640; CIP 13.1101; Fall 2016)

<u>Southern Arkansas University – Tech</u>
New Certificate Programs
Certificate of Proficiency in Cloud Computing (CIP 11.0301; 20 credit hours; Fall 2016)

NT	*1014*	*Support Network Clients*
NT	*1114*	*Support Network Servers*
NT	*2444*	*Network+*
CS	*2284*	*Cloud Computing*
CS	*2114*	*Business Continuity & Disaster Recovery*

New courses

Certificate of Proficiency in Computer Repair (CIP 11.1006; 20 credit hours; Fall 2016)

CS	*2084*	*A+ Essentials*
NT	*1014*	*Support Network Clients*
CS	*2094*	*A+ Practical Applications*
NT	*1114*	*Support Network Servers*
CS	*2264*	*Enterprise Support Technician*

New courses

Certificate of Proficiency in Cybersecurity (CIP 11.1003; 16 credit hours; Fall 2016)

NT	*1014*	*Support Network Clients*
NT	*1114*	*Support Network Servers*
CS	*2204*	*Security+*
CS	*2344*	*Cybersecurity*

New courses

Certificate of Proficiency in Microsoft Operating Systems (CIP 11.0501; 8 credit hours; Fall 2016; 50% online)

NT	*1014*	*Support Network Clients*
NT	*1114*	*Support Network Servers*

New courses

Certificate of Proficiency in Networking (CIP 11.0901; 16 credit hours; Fall 2016)
  NT   1014   Support Network Clients
  NT   1114   Support Network Servers
  CS   2264   Enterprise Support Technician
  NT   2444   Network+
New courses
Certificate of Proficiency in Production Technician (CIP 15.0612; 12 credit hours; Fall 2016)
  PT   XXX3   Production Safety
  PT   XXX3   Manufacturing Processes and Production
  PT   XXX3   Quality Practices and Measurement
  PT   XXX3   Maintenance Awareness
New courses

Technical Certificate in Production Technician (CIP 15.0612; 24 credit hours; Fall 2016)
  PT   XXX3   Production Safety
  PT   XXX3   Manufacturing Processes and Production
  PT   XXX3   Quality Practices and Measurement
  PT   XXX3   Maintenance Awareness
            XXX6   Technology Electives
  ENGL   1113   Composition I
  MATH   1003   Technical Math
New courses

Curriculum Revisions
Emphasis in Computer Support Specialist in the Associate of Applied Science in Computer
Information Systems Technology (DC 3521; CIP 11.0101; 60 credit hours; Fall 2016)
Deleted Courses
  EE   2801   PC Troubleshooting Lab
  EE   2804   Basic PC Troubleshooting
  EE   2904   Advance PC Troubleshooting
Added Courses
  CS   2XX4   Cybersecurity
  CS   2XX4   Ethical Hacking
  CS   2301   CIS Internship
New courses

University of Arkansas, Fayetteville
University of Arkansas Clinton School of Public Service
Reconfiguration of Existing Degree Program
Master of Public Service (DC 5473; CIP 44.9999; 40 credit hours) reconfigured to create the
Executing Master of Public Service (CIP 44.9999; 36 credit hours; Spring 2017; 100% online)
  CSPS   7223   Foundations of Public Services
  CSPS   7303   Communication Process
  CSPS   7323   Leadership in Public Service
  CSPS   7333   Program Planning and Development
  CSPS   7335   Field Research Methods

CSPS	7201	Legal and Ethical Issues in Public Service
CSPS	7334	Program Evaluation
CSPS	7314	Advocacy in Public Service
CSPS	7310	Philanthropy Leadership and the Non-Profit Sector
CSPS	7315	Data Analysis
CSPS	*73XX*	*Organizational Case Study*
CSPS	73XX	Elective

New course

New Certificate Programs

Graduate Certificate in Project Management (CIP 15.1501; 12 credit hours; Fall 2017; 100% online)

OMGT	5783	Project Management Fundamentals
OMGT	*5983*	*Advanced Project Management*
OMGT	5253	Leadership Principles

Choose one course from the following:

OMGT	5873	Organizing for Change
OMGT	5433	Cost Estimation Models
OMGT	5463	Economic Decision Making
OMGT	5373	Quality Management

New course

Graduate Certificate in Statistics and Analytics (CIP 27.0501; 12 credit hours; Fall 2017; 100% online)

Choose one course from the following:

STAT	4003/	
	4001L	Statistical Methods
ESRM	6403	Ed Stat and Data Processing
ISYS	5503	Decision Support and Analytics
PLSC	5913	Research Methods for Political Science
PSYC	5133	Inferential Statistics for Psychology
SOCI	5013	Advanced Social Research

Choose one course from the following:

STAT	5313	Regression Analysis
INEG	5393	Applied Regression Analysis for Engineers
ISYS	5623	Multivariate Analysis
PLSC	5943	Advanced Research Methods in Political Science
PSYC	5143	Advanced Descriptive Statistics for Psychology
SOCI	5313	Advanced Data Analysis

Choose one course from the following:

STAT	5353	Meth Multivariate Analysis
ISYS	5723	Advanced Multivariate Analysis
ESRM	6453	Multivariate Analysis

Choose one course from the following:

STAT	4373	Experimental Design
INEG	5333	Design of Industrial Experimental Experiments
ESRM	6413	Experimental Design

New Concentration

Concentration in Birth to Kindergarten in the Bachelor of Science in Human Development & Family Sciences (DC 4200; CIP 19.0701; 71 credit hours; Fall 2016)

Concentration in Birth to Kindergarten – 71 credit hours

NUTR	1213	Foundations of Nutrition
HESC	1423	Observation and Foundations for Teaching Young Children
HESC	1501	Issues and Trends in HESC
HESC	2403	Infant & Toddler Development
HESC	2401L	Infant & Toddler Development Lab
HESC	2433	Child Development
HESC	2453	Analytical Approaches Res HDFS I
HESC	2463	Analytical Approaches Res HDFS II
HESC	2473	Child Guidance
HESC	2471L	Child Guidance Lab
HESC	4313	Building Family & Community Relations
HESC	4332L	Curriculum & Assessment Birth-Three Years & Lab
HESC	4342L	Curriculum & Assessment 3 Years to Kindergarten & Lab
HESC	4373	Field Experience in Birth-Kindergarten Program
HESC	4383	Field Experience in Birth-Kindergarten Program
HESC	4453	Parenting and Family Dynamics
HESC	4463	Administration & Leadership in the Helping Profession
CIED	3023	Survey of Exceptionalities
CIED	3103	Children and Adolescent Literature
CIED	3113	Emergent and Developmental Literacy Spectrum Disorders
HIST	3383	Arkansas and the Southwest
SCWK	3633	Child Welfare: 21st Century Perspectives
SPED	4413	ABA and Classroom Management
SPED	4493	Introduction to Students with Autism
CIED	449V	Special Topics in Curriculum & Instruction Education

Establishment of New Administration Unit

NSF Engineering Research Center on Power Optimization for Electro-Thermal Systems (POETS)

University of Arkansas Membrane Research Center (UA MRC)

Cybersecurity Center on Secure, Evolvable Energy Delivery Systems (SEEDS)
(Note: The College of Engineering, Department of Electrical Engineering, Department of Computer Science and Computer Engineering will be housed in SEEDS)

Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit

Enhanced Learning Center (Department Code 0020) changed to Center for Learning and Student Success (CLASS) Summer 2016

Program Deletion

Graduate Certificate in Preparing for the Professoriate (DC 6139; CIP 13.9999; Fall 2017)

Deleted Emphasis
Concentration in Student Affairs and College Counseling in the Master of Science in Counseling (DC 6185; CIP 13.1101; Fall 2017)

Education Programs Pending Review by Arkansas Department of Education
Special Education Resource Teacher Licensure, K-6 or 7-12 Endorsement in the Master of Education in Special Education (DC 5870; CIP 13.1001; Fall 2016; 100% online)

SPED	5733	Inclusive Practices for Diverse Populations
SPED	5633	Curriculum Development and Instructional Planning
SPED	5873	Assessment and Programming for Exceptional Students
SPED	5783	Professional and Family Partnerships

Educational Examiner K-12 Endorsement in the Master of Education in Special Education (DC 5870; CIP 13.1001; Spring 2017; 100% online)

SPED	5633	Curriculum Development and Instructional Planning
SPED	5643	Individual Diagnostic Testing
SPED	5653	Individual Intelligence Testing
SPED	5733	Inclusive Practices for Diverse Populations
SPED	5783	Professional and Family Partnerships
SPED	5873	Assessment of Exceptional Students
CIED	5883	Research in Special Education
SPED	5893	Organization, Administration, and Supervision of Special Education

<u>**University of Arkansas at Little Rock**</u>
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Department of Speech Communication (Department Code 2320) changed to Department of Applied Communication

Bachelor of Arts in Speech Communication (DC 1830; CIP 09.0101; 120 credit hours; 75% online) changed to Bachelor of Arts in Applied Communication Studies (DC 1830; CIP 09.0101; 120 credit hours; Fall 2016; 75% online)

Minor in Speech Communication (DC 1830; CIP 09.0101) changed to Minor in Applied Communication Studies (Fall 2016)

Establishment of New Administration Unit
Institute for Chief Data Officers

Inactive Program
Graduate Certificate in Geospatial Technology (DC 7600; CIP 40.0699; Fall 2016)

New Certificate Program
Certificate of Proficiency in Photography (CIP 50.0605; 18 credit hours; Fall 2016)
Required Courses – 6 credit hours

ARST	3370	Introduction to Photography
ARST	3371	Intermediate Photography

Select four courses from the following – 12 credit hours:

ARST	4370	Professional Photo Techniques
ARST	4371	Alternative Photo Methods
ARST	4372	Digital Color Photography
ARST	4373	Advanced Problems in Photography
ARST	4374	Large Format Photography
ARST	4315	Photography Special Topics

(Note: All existing courses)

Certificate of Proficiency in Applied Design (CIP 50.0201; 18 credit hours; Fall 2016)

ARST	2315	3-Dimensional Design
ARTS	3312	Contemporary Craft
ARAD	33XX	3310, 3320, or 3350 Introductory Applied Design Course
ARAD	43XX	4310, 4320, or 4350 Upper-level Applied Design Course
ARAD	43XX	4311, 4321, or 4351 Upper-level Applied Design Course
ARAD	43XX	4312, 4322, or 4352 Upper-level Applied Design Course

(Note: All existing courses)

Reconfiguration of Existing Degree Programs

Bachelor of Arts in Community Management and Development (CIP 44.0201; 120 credit hours; Fall 2016)

Year 1 – Fall Semester – 15 credit hours

RHET	1311	Composition I (or)
RHET	1312	Composition II (or)
RHET	1320	Honors Composition
	X3XX	Social Science Core
	X3XX	Humanities Core
MATH	1302	College Algebra (or)
MATH	1321	Quantitative and Mathematical Reasoning
	X3XX	Unrestrictive Elective

Year 1 – Spring Semester – 16 credit hours

HIST	2311	U.S. History to 1877 (or)
HIST	2312	U.S. History since 1877
	X4XX	Science Core with lab
SPCH	1300	Speech Communication
RHET	1311	Composition I (or)
RHET	1312	Composition II (or)
RHET	1320	Honors Composition
	X3XX	Unrestricted Elective

Year 2 – Fall Semester – 16 credit hours

	X3XX	History of Civilization Core
	X4XX	Science Core with lab
	X3XX	Communication Competency
	X6XX	Unrestrictive Electives

Year 2 – Spring Semester – 15 credit hours

	X3XX	Communication Competency
POLS	4355	Urban Planning and Land Use
	X3XX	Analytic Competency Core
	X3XX	Fine Arts Core
	X3XX	Unrestrictive Core

Year 3 – Fall Semester – 15 credit hours

X3XX	Urban Social Science Competency
X3XX	Management Competency
X3XX	Directive Elective
X6XX	Unrestrictive Electives

Year 3 – Spring Semester – 15 credit hours

X3XX	Analytic Competency Core
X3XX	Management Competency
X3XX	Directive Elective
X6XX	Unrestrictive Electives

Year 4 – Fall Semester – 15 credit hours

X3XX	Experiential Learning Competency (History, Criminal Justice, or Geography)
X3XX	Directive Elective
X9XX	Unrestrictive Electives

Year 4 – Spring Semester – 12 credit hours

X3XX	Experiential Learning Competency (ANTH 4312; ANTH 4440; SPCH 3320; SPCH 4350; or approved internship)
X9XX	Unrestrictive Electives

NOTE: UALR's BA in Community Management and Development program will prepare students for professional positions in community services and planning, advocacy, and public and non-profit management as well as career paths in community organizing and social entrepreneurship.

Bachelor of Arts in Legal Studies (CIP 22.0000; 120 credit hours; Fall 2016)
Semester 1 – 16 credit hours

POLS	1310	American National Government
MATH	1302	College Algebra
REHT	1311	Composition I
	X4XX	Core Lab Science
	X3XX	Primary Major Requirement

Semester 2 – 15 credit hours

PHIL	1330	Introduction to Critical Thinking (or)
PHIL	2350	Introduction to Logic
RHET	1312	Composition II
	X4XX	Core Lab Science
	X3XX	Primary Major Requirement
	X2XX	Unrestricted General Elective

Semester 3 – 14 credit hours
   LGST   *3300*   *Introduction to Legal Studies*
          X3XX   Core Social Science Requirement
          X3XX   Core Humanities Requirement
          X3XX   Primary Major Requirement
          X2XX   Unrestricted General Elective
Semester 4 – 15 credit hours
          X3XX   Advanced Speech Requirement
          X3XX   Legal Institutions & Process Requirement
          X3XX   Core Arts Requirement
          X3XX   Primary Major Requirement
   HIST   1311   History of Civilization I (or)
   HIST   1312   History of Civilization II
Semester 5 – 15 credit hours
          X3XX   Advanced Writing Requirement
          X3XX   Substantive Law Elective
          X3XX   College Core (Flex) Requirement
          X3XX   Language Requirement
          X3XX   Primary Major Requirement
Semester 6 – 15 credit hours
          X3XX   Substantive Law Elective
          X3XX   Language Requirement
          X6XX   Primary Major Requirement
          X3XX   Unrestricted General Elective
Semester 7 – 15 credit hours
          X3XX   Perspective on Law Elective
          X3XX   Language Requirement
          X6XX   Primary Major Requirement
          X3XX   Unrestricted General Elective
Semester 8 – 15 credit hours
          X3XX   Perspective on Law Elective
          X6XX   Primary Major Requirement
          X6XX   Unrestricted General Elective
New course

University of Arkansas at Monticello
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Master of Arts in Teaching Education (P-4; Secondary) (DC 5540; CIP 13.1205; 30 credit hours; Fall 2016) changed to Master of Arts in Teaching Education (DC 5540; CIP 13.1205; 30 credit hours; Fall 2016)

University of Arkansas at Pine Bluff
Name Change of Existing Certificate, Degree, Major, Option or Organizational Unit
Bachelor of Science in Special Education (Mildly Handicapped K-12) (DC 3210; CIP 13.1001) changed to Bachelor of Science in Special Education (DC 3210; CIP 13.1001; 122 credit hours; Fall 2016)

New Minor
Minor in Bioinformatics (CIP 26.1103; 25 credit hours; Fall 2016)
CPSC	3346	Bioinformatics
CPSC	4346 or	
GCST	5346	Advanced Bioinformatics
CPSC	2300	Computer Science I
CPSC	2301	Computer Science II
MATH	3325	Mathematics Modeling and Simulation
MATH	3320	Probability and Statistics I
MATH	3321	Probability and Statistics II
BIOL	3440	Genetics

Minor in Statistics (CIP 27.0502; 24 credit hours; Fall 2016)
MATH	3320	Probability and Statistics I
MATH	3321	Probability and Statistics II
MATH	3312	Computational Science-Statistics
MATH	3325	Mathematics Modeling and Simulation
CPSC	3347	Data Analytics
ENGN	3390	Operations Research
ENGN	2303	Statistical Methods for Quality and Productivity in STEM
ECON	3312	Statistics for Decision Making (or)
BIOL	3351	Biostatistics

University of Arkansas Community College at Batesville
Curriculum Revision
Certificate of Proficiency in Welding (DC 4905; CIP 48.0508; 13 credit hours; Fall 2016)
Deleted Courses
ITC	1023	Technical Methods
ITC	1013	Engineering Drawings
ICW	1003	CP Welding

Revised Courses
IND	1013	Technical Methods
IND	1023	Engineering Drawings
IND	1104	Welding I
IND	2003	Industrial Safety

Reconfiguration of Existing Degree Programs for Transfer Purposes
Associate of Applied Science in Criminal Justice (DC 0390; CIP 43.0104) reconfigured to create the Associate of Science in Criminal Justice (CIP 43.0104; 60 credit hours; Fall 2016)

Associate of Arts in General Education (DC 1090; CIP 24.0101) reconfigured to create the Associate of Science in Pre-Engineering (CIP 14.0102; 60 credit hours; Fall 2016)

Associate Degree for Transfer and Bachelor's Degree Completion
Associate of Science in Pre-Engineering (CIP 14.0102; 60 credit hours; Fall 2016) to the Bachelor of Science in Computer Science (DC 2410; CIP 11.0101; 126 credit hours); Bachelor of Science in Electrical Engineering (DC 4140; CIP 14.1001; 125 credit hours); Bachelor of Science in Industrial Engineering (DC 4210; CIP 14.3501; 133 credit hours); Bachelor of Science in Mechanical Engineering (DC 4230; CIP 14.1901; 124 credit hours); Bachelor of Science in Biological Engineering (DC 3505; CIP 14.4501; 128 credit hours); Bachelor of Science in Biomedical Engineering (DC 6501; CIP 14.0501; 128 credit hours); Bachelor of Science in Chemical Engineering (DC 3660; CIP 14.0701; 134 credit hours); Bachelor of Science in Civil Engineering (DC 3640; CIP 14.0801; 128 credit hours); or the Bachelor of Science in Computer Engineering (DC 3650; CIP 14.0901; 126 credit hours) at the University of Arkansas Fayetteville

Bachelor of Science in Computer Science – 126 credit hours
General Education – 35 credit hours

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra (or higher level mathematics course)
CHM	1103/1101	College Chemistry I and Lab
BIO	1103/1101	Biology for Majors and Lab
PHI	1003	Introduction to Philosophy
ECN	2013	Macroeconomics
	XXX3	Fine Arts elective
	XXX6	Social Science elective

Pre-Engineering Core – 25 credit hours

MTH	2033	Introduction to Engineering
MTH	2005	Calculus I
MTH	2015	Calculus II
GEL	1003/01	Physical Geology and Lab
CHM	1123/21	College Chemistry II and Lab
MTH	2023	Calculus III
	XXX1	General Elective

UAF Bachelor of Science in Computer Science - 66 credit hours

PHYS	2054	University Physics I
PHYS	2074	University Physics II
MATH	2603	Discrete Math
MATH	3083	Linear Algebra
MATH	3103	Combinatorics
STAT	3013	Introduction to Probability and Statistics
PHIL	3103	Ethics and the Professions
CSCE	2004	Programming Foundations I
CSCE	2014	Programming Foundations II
CSCE	2114	Digital Design
CSCE	2214	Computer Organization
CSCE	3193	Programming Paradigms
CSCE	3513	Software Engineering
CSCE	3613	Operating Systems
CSCE	4133	Algorithms

CSCE	4323	Formal Languages
CSCE	4523	Database Management
CSCE	4561	Capstone I
CSCE	4963	Capstone II
CSCE	XXX4	Approved CSCE Electives

UAF Bachelor of Science in Electrical Engineering - 65 credit hours

PHYS	2054	University Physics I
CSCE	2004	Programming Foundations I
MATH	2584	Elementary Differential Equations
ELEG	2104	Electric Circuits I
ELEG	2114	Electric Circuits II
ELEG	2904	Digital Design
ELEG	3124	System and Signal Analysis
ELEG	3143	Probability and Stochastic Processes
ELEG	3214	Electronics I
ELEG	3224	Electronics II
ELEG	3304	Energy Systems
ELEG	3704	Applied Electromagnetics
ELEG	3924	Microprocessor System Design
ELEG	4063	Electrical Engineering Design I
ELEG	4071	Electrical Engineering Design II
ELEG	XX10	Electrical Engineering Technical Electives

UAF Bachelor of Science in Industrial Engineering – 73 credit hours

PHYS	2054	University Physics I
CSCE	2004	Programming Foundations I
ELEG	3903	Electric Circuits and Machines
MEEG	2303	Introduction to Materials
MEEG	2003	Statics
MATH	2584	Elementary Differential Equations
INEG	2001	Industrial Engineering Seminar
INEG	2103	Introduction to Industrial Engineering
INEG	2313	Applied Probability and Statistics for Engineers I
INEG	2333	Applied Probability and Statistics for Engineers II
INEG	2403	Industrial Cost Analysis
INEG	2413	Engineering Economic Analysis
INEG	3513	Manufacturing and Processes
INEG	3613	Introduction to Operations Research
INEG	3623	Simulation
INEG	3713	Methods and Standards
INEG	3723	Ergonomics
INEG	4433	Systems Engineering and Management
INEG	4553	Production Planning and Control
INEG	4904	Industrial Engineering Design
INEG	XX11	Technical Electives in Industrial Engineering

UAF Bachelor of Science in Mechanical Engineering – 64 credit hours

PHYS	2054	University Physics I
PHIL	3103	Ethics and the Professions
MEEG	2303	Introduction to Materials
MEEG	2003	Statics
MATH	2584	Elementary Differential Equations
MEEG	2013	Dynamics
MEEG	2403	Thermodynamics
MEEG	2703	Computer Methods in Mechanical Engineering
MEEG	2103	Introduction to Machine Analysis
MEEG	3013	Mechanics of Materials
MEEG	3113	Machine Dynamics and Control
MEEG	3202L	Mechanical Engineering Laboratory I
MEEG	3503	Mechanics of Fluid
ELEG	3903	Electric Circuits and Machines
MEEG	3212L	Mechanical Engineering Laboratory II
MEEG	4413	Heat Transfer
MEEG	4104	Machine Element Design
ELEG	3933	Circuits and Electronics
	XXX9	Approved Electives

UAF Bachelor of Science in Biological Engineering – 68 credit hours

PHYS	2054	University Physics I
PHYS	2074	University Physics II
BENG	2632	Biological Engineering Design Studio
BENG	3113	Measurements and Controls for Biological Systems
BENG	3653	Global Bio-Energy Engineering
BENG	3723	Unit Operations in Biological Engineering
BENG	3733	Transport Phenomena in Biological Systems
BENG	4663	Sustainable Bio-Systems Design
BENG	4743	Food and Bio-Product Systems Engineering
BENG	4813	Senior Biological Engineering Design I
BENG	4822	Senior Biological Engineering Design II
BENG	4933	Sustainable Watershed Engineering
BIOL	3863	General Ecology
MEEG	2003	Statics
MEEG	2403	Thermodynamics
CHEM	3603/01L	Organic Chemistry I with Lab
CHEM	3613/11L	Organic Chemistry II with Lab
	XX12	Approved Electives

UAF Bachelor of Science in Biomedical Engineering – 68 credit hours

PHYS	2054	University Physics I
PHYS	2074	University Physics II
MATH	2584	Elementary Differential Equations
BIOL	2213/11L	Human Physiology with Lab
BIOL	2533	Cell Biology
CHEG	2133	Fluid Mechanics
CHEG	2313	Thermodynamics of Single-Component Systems
CHEM	3603/01L	Organic Chemistry I with Lab
CHEM	3613/11L	Organic Chemistry II with Lab
BMEG	2613	Introduction to Biomedical Engineering
BMEG	2813	Biomedical Engineering
BMEG	2904	Biomedical Instrumentation
BMEG	3124	Biomedical Signals and Systems
BMEG	3634	Biomaterials
BMEG	3653/H	Biomedical Modeling and Numbering Methods
BMEG	3824/H	Biomolecular Engineering
BMEG	4623/H	Biomedical Transport Phenomena
BMEG	4813	Biomedical Engineering Design I
BMEG	4823	Biomedical Engineering Design II
BMEG	XXX1	Approved BMEG Elective

UAF Bachelor of Science in Chemical Engineering – 74 credit hours

PHYS	2054	University Physics I
PHYS	2074	University Physics II
MATH	2584	Elementary Differential Equations
CHEG	2113	Introduction to Chemical Engineering I
CHEG	2123	Introduction to Chemical Engineering II
CHEG	2133	Fluid Mechanics
CHEG	2212L	Chemical Engineering Lab I
CHEG	2313	Thermodynamics of Single-Component Systems
CHEG	3143	Heat Transport
CHEG	3153	Non-Equilibrium Mass Transfer
CHEG	3252L	Chemical Engineering Lab II
CHEG	3253	Computer Methods
CHEG	3323	Thermodynamics of Multicomponent Systems
CHEG	3333	Chemical Engineering Reactor Design
CHEG	3713	Materials Technology
CHEG	4163	Equilibrium Stage Mass Transfer
CHEG	4332	Chemical Engineering Lab III
CHEG	4413	Chemical Engineering Design I
CHEG	4423	Auto Process Control
CHEM	4443	Chemical Engineering Design II
CHEM	4813	Chemical Process Safety
CHEM	3603/01L	Organic Chemistry I with Lab
CHEM	3613/11L	Organic Chemistry II with Lab
CHEM	3813	Introduction to Biochemistry

UAF Bachelor of Science in Civil Engineering – 68 credit hours

PHYS	2054	University Physics I
MATH	2584	Elementary Differential Equations
INEG	2313	Applied Probability and Statistics for Engineers I
INEG	2413	Engineering Economic Analysis
CVEG	2002	Introduction to Civil Engineering Plans and CADD
CVEG	2015	Fundamentals of Mechanics for Civil Engineers
CVEG	2051L	Surveying Systems Laboratory
CVEG	2053	Surveying Systems
CVEG	2113	Structural Materials
CVEG	2851	Engineering Professional Practice Issues
CVEG	3131L	Soil Mechanics Laboratory
CVEG	3133	Soil Mechanics
CVEG	3213	Hydraulics
CVEG	3223	Hydrology
CVEG	3243	Environmental Engineering
CVEG	3303	Structural Analysis
CVEG	3413	Transportation Engineering
CVEG	4143	Foundation Engineering
CVEG	4243	Environmental Engineering Design
CVEG	4303	Reinforced Concrete Design I
CVEG	4423	Geometric Design
CVEG	4513	Construction Management
CVEG	XXX5	Civil Engineering Electives

UAF Bachelor of Science in Computer Engineering – 66 credit hours

PHYS	2054	University Physics I
PHYS	2074	University Physics II
MATH	2584	Elementary Differential Equations
PHIL	3103	Ethics and the Professions
STAT	3013	Introduction to Probability and Statistics
ELEG	3933	Circuits and Electronics
CSCE	2004	Programming Foundations I
CSCE	2014	Programming Foundations II
CSCE	2114	Digital Design
CSCE	2214	Computer Organization
CSCE	3193	Programming Paradigms
CSCE	3513	Software Engineering
CSCE	3613	Operating Systems
CSCE	3953	System Synthesis and Modeling
CSCE	4114	Embedded Systems
CSCE	4213	Computer Architecture
CSCE	4561	Capstone I
CSCE	4963	Capstone II
CSCE	XXX6	Approved CSCE Electives

UACCB/UAF Transfer Agreement

<u>Purpose</u>

This Memorandum of Agreement (Agreement) is made and entered into by and between the Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas Community College at Batesville (UACCB) and the University of Arkansas, Fayetteville (UAF), which have agreed to cooperate for the purpose of assisting UACCB graduates to complete the appropriate designated bachelor's degree from those listed below from UAF. It is the purpose of the Agreement to offer students a seamless option for the completion of the appropriate bachelor's degree. Through collaborative efforts, the partners desire to increase graduation rates, facilitate the transfer process, and maintain a high quality working relationship between the two institutions.

Candidates from UACCB are eligible to seek the following degrees from UAF as a part of this MOA: Bachelor of Science in Biological Engineering, Bachelor of Science in Biomedical Engineering, Bachelor of Science in Chemical Engineering, Bachelor of Science in Computer Science, Bachelor of Science in Computer Engineering, Bachelor Science in Civil Engineering, Bachelor of Science in Electrical Engineering, Bachelor of Science in Industrial Engineering, or Bachelor of Science in Mechanical Engineering.

<u>Agreement</u>

A UACCB student who holds an Associate of Science in Pre-Engineering as has completed the courses required for one of the above-listed degrees with at least a 2.0 cumulative GPA will be accepted for transfer into that degree program, subject to the following conditions:

1.   The UAF operates under a selective admissions policy. Transferring students are subject to all procedures relative to this policy. These procedures are available on the UAF Admissions website.
2.   All courses in the Associate of Science in Pre-Engineering completed with a grade of "C" or higher and required for the above-listed degree will be applied to that bachelor's degree.
3.   UACCB will make every effort to inform students of the transferability of the Associate of Science in Pre-Engineering degree to UAF. Statements about this cooperation agreement will also appear in the UACCB catalog and on the UACCB website.
4.   Both institutions will notify the corresponding institution in a timely manner of substantial changes in their curricula.
5.   The UAF College of Engineering will provide UACCB with current copies of catalogs/ curricular requirements as they are available.
6.   Information regarding transfer scholarships will be made available to students while attending UACCB.
7.   This Agreement is governed by the laws of the State of Arkansas and is subject to applicable policies of the respective institutions.

Associate of Science in Criminal Justice (CIP 43.0104; 60 credit hours; Fall 2016) to the Bachelor of Science in Criminal Justice (DC 3390; CIP 43.0103; 120 credit hours; 90% online; Fall 2016) at the University of Arkansas - Fort Smith

General Education – 35 credit hours

ENG	1103	English Composition I
ENG	1203	English Composition II
SPC	1003	Oral Communication
MTH	1023	College Algebra (or higher level mathematics course)
BIO	1103/1101	Biology for Majors and Lab
CHM	1103/1101	College Chemistry I and Lab (or)
GEL	1003/1001	Physical Geology and Lab
	XXX6	Fine Arts elective
	XXX9	Social Science elective

Criminal Justice Core – 25 credit hours

MTH	2053	Statistics
CRJ	1103	Introduction to Criminal Justice
CRJ	1303	Criminal and Procedure Law
CRJ	1403	Criminal Investigation
CRJ	2304	Introduction to Forensic Science
CRJ	1253	Criminology
CRJ	2503	Legal Writing
SPA	1003	Spanish I

UAFS Bachelor of Science in Criminal Justice – 60 credit hours

CJ	2313	Correctional Systems and Practices
CJ	2402	Crime Scene Documentation
CJ	2403	Legal Aspects of Law Enforcement
CJ	2513	Juvenile Delinquency and Juvenile Justice
POLS	2853	State and Local Government
CJ	4113	Professionalism and Ethics in Criminal Justice
FIN	1521	Personal Finance Applications
	XXX3	Upper Level History or Political Science
	XXX3	Upper Level Humanities
	XXX9	Upper Level General Electives
CJ	XX27	Upper Level Criminal Justice Electives

UACCB/UAFS MOU on file

Inactive Program

Associate of Applied Science in Criminal Justice (DC 0390; CIP 43.0104; Summer 2019)

University of Arkansas Community College at Hope
New Certificate Programs

Certificate of Proficiency in General Business (CIP 52.0401; 12 credit hours; Summer 2016)

ACCT	2103	Principles of Accounting I
BUSS	2023	Business Organization and Management
CISS	1013	Introduction to Computers
ENGL	1013	Composition I

Certificate of Proficiency in Power Plant Technology (CIP 15.0303; 13 credit hours; Summer 2016)

ELEC	1104	Basis Electricity
PWRT	1003	Fundamentals of Modern Power Plants
PWRT	1013	Basic Steam Generation
PWRT	1023	Power Plant Components and Systems

Technical Certificate in Power Plant Technology (CIP 15.0303; 32 credit hours; Summer 2016)
<u>Fall Semester</u>

GTAS	1112	General Tool and Safety
PWRT	1003	Fundamentals of Modern Power Plants
ELEC	1104	Basic Electricity
INMT	1404	Mechanical Devices and Systems
WELD	1003	Basic Welding

<u>Spring Semester</u>

PWRT	1013	Basic Steam Generation
PWRT	1023	Power Plant Components and Systems
INMT	1104	Hydraulics/Pneumatics
ELEC	1403	Industrial Motors & Controls
PWRM	1313	Troubleshooting and Repair

Technical Certificate in Power Plant Operations (CIP 15.0303; 35 credit hours; Summer 2016)
<u>Fall Semester</u>

GTAS	1112	General Tool and Safety
PWRT	1003	Fundamentals of Modern Power Plants
PWRT	1013	Basic Steam Generation
PWRT	1023	Power Plant Components and Systems
PWRO	1213	Introduction to Power Plant Operations
ELEC	1104	Basic Electricity

<u>Spring Semester</u>

PWRO	1223	Concepts of Process Control
PWRO	1233	Concepts & Practices of Coal Handling
PWRO	1244	Electricity Generation Components & Controls
PWRO	1253	Thermodynamics
PWRO	1264	Heat Rate Improvement

Technical Certificate in Industrial Maintenance: Machining (CIP 47.0399; 30 credit hours; Summer 2016)

GTAS	1112	General Tool and Safety
MACH	*1003*	*Introduction to Machining Processes*
INMT	1003	Blueprint Reading
MACH	*1205*	*Basic Lathe Operations*
WELD	1003	Basic Welding
MACH	*1403*	*Introduction to CNC Processes*
INMT	1404	Mechanical Devices & Systems
MACH	*1305*	*Basic Knee Mill Operations*
WELD	1302	Metallurgy

New courses

Technical Certificate in Advanced Diesel Technology (CIP 47.0605; 48 credit hours; Summer 2016)

DIES	1004	Basic Diesel
DIES	1104	Engine Systems
DIES	1204	Diesel Engines
DIES	1304	Fuel Systems
DIES	1404	Electrical Systems
DIES	1414	Truck Electronics
DIES	2005	Suspension & Steering
DIES	2025	Brakes & Hydraulics
DIES	2105	Clutches & Power Trains
DIES	2204	Air Conditioning
DIES	2215	Trouble Shooting & Inspection

Curriculum Revision
Certificate of Proficiency in Industrial Maintenance Technology – Machine Shop (DC 9904; CIP 47.0399; 15 credit hours; Summer 2016)

Deleted Courses

INMT	1404	Mechanical Devices
MACH	1205	Machine Shop

Added Courses

MACH	*1003*	*Introduction to Machining Processes*
MACH	*1205*	*Basic Lathe Operations*

New courses

University of Central Arkansas
Reconfiguration of Existing Degree Programs
Bachelor of Business Administration in Marketing (DC 2000; CIP 52.1401) and Management (DC 1990; CIP 52.0101) reconfigured to create the Bachelor of Business Administration in Logistics and Supply Chain Management (CIP 52.0203; 120 credit hours; Fall 2016)
General Education – 38 credit hours
Business Foundation and Core Requirements – 48 credit hours

ECON	2320	Macroeconomics
ECON	2321	Microeconomics
ECON	2310	Global Environment of Business
ACCT	2310	Accounting I
ACCT	2311	Accounting II
QMTH	2330	Business Statistics
MATH	1395	Applied Calculus for Business and Economics
MGMT	2301	Business Communications
ACCT	2321	Legal Environment of Business
MIS	2343	Desktop Support Technologies
MIS	3321	Managing Systems and Technology
FINA	3330	Managing Finance & Capital
MGMT	3340	Managing People and Work
MGMT	3344	Operations and Supply Chain Management
MKTG	3350	Principles of Marketing
MGMT	4347	Managing Policy and Strategy

Logistics and Supply Chain Requirements – 24 credit hours
   MGMT   3365   Transportation and Motor Carrier Management
   MGMT   3375   Supply Chain Management
   MGMT   3385   Safety and Motor Carrier Policy
   MGMT   3352   Purchasing and Materials Management
   MGMT   4341   Quantitative Methods in Management
   MGMT   3346   Personnel/Human Resource Management
Choose 2 courses from the following:
   MGMT   3382   Internship
   INSU   3320   Property and Liability Insurance
   MKTG   3360   Fundamentals of Strategic Selling
   MIS   3343   Advanced Spreadsheet Applications
   MIS   3350   Project Management
Electives – 10 credit hours

New Minor
Minor in Logistics and Supply Chain Management (CIP 52.0203; 18 credit hours; Fall 2016)
   MGMT   3365   Transportation and Motor Carrier Management
   MGMT   3375   Supply Chain Management
   MGMT   3385   Safety and Motor Carrier Policy
   MGMT   3352   Purchasing and Materials Management
   MGMT   4341   Quantitative Methods in Management
   MGMT   3346   Personnel/Human Resource Management

Deleted Emphasis
Emphasis in Supply Chain Management in the Bachelor of Business Administration in Marketing (DC 2000; CIP 52.1401; Fall 2016)

Emphasis in Supply Chain Management in the Bachelor of Business Administration in Management (DC 1990; CIP 52.0101; Fall 2016)

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Program Recertification
Expires: December 31, 2019

<u>DeVry University, Naperville, Illinois</u>
Master of Accounting and Financial Management
Master of Business Administration
Master of Educational Technology
Master of Human Resource Management

<u>Excelsior College, Albany, New York</u>
Associate of Applied Science in Nursing
Associate of Science in Nursing

<u>University of New Haven, West Haven, Connecticut</u>
Master of Science in Criminal Justice

Institutional Changes

<u>Ashford University, San Diego, California</u>
Dr. Craig Swenson became the new president and chief executive officer

<u>DeVry University, Naperville, Illinois</u>
Lisa Wardell replaced Daniel Hamburger as chief executive officer

<u>Remington College, Little Rock, Arkansas</u>
Moved campus from 19 Remington Drive to 10600 Colonel Glenn Road, Suite 100, Little Rock,
    AR 72204

<u>Webster University, St. Louis, Missouri</u>
Little Rock Metro Campus
All Webster University campuses (Little Rock Air Force Base, Fayetteville, and Fort Smith) will
    have access to any class taught at the Little Rock Metro Campus by utilizing WebNet+

<u>Western Governors University, Salt Lake City, Utah</u>
Scott Pulsipher became the new president and chief executive officer

Letter of Exemption from Certification – New (non-academic or church-related training)

<u>B.H. Carroll Theological Institute, Irving, Texas</u>
Offering programs by distance technology, at Fellowship Church in Arkadelphia, First Baptist
    Church in Little Rock, and Second Baptist Church in Little Rock

Master of Divinity	Master of Divinity in Chaplain Ministry
Master of Arts in Christian Education	Master of Arts in Religion
Master of Arts in Theology	Master of Arts in Worship

Doctor of Ministry in Faith and Heritage, Ministry and Formation, Scripture and Witness, or
　　Worship and Mission
Doctor of Philosophy in Faith and Heritage, Ministry and Formation, Scripture and Witness, or
　　Worship and Mission

Knox Theological Seminary, Ft. Lauderdale, Florida
Offering programs by distance technology

Master of Arts in Biblical and Theological Studies
Master of Arts in Christian and Classical Studies
Master of Divinity   Doctor of Ministry

Letter of Exemption from Certification – Renewal (non-academic or church-related training)

Anchor Theological Seminary and Bible Institute, McAllen, Texas
Offering programs in Paragould, Arkansas and Texarkana, Arkansas

Associate in Bible Studies   Bachelor of Biblical Studies
Bachelor of Religious Education   Bachelor of Theology
Master of Biblical Studies   Master of Religious Education
Master of Theology   Doctor of Theology
Doctor of Christian Philosophy

Memphis Theological Seminary, Memphis, Tennessee
Offering a program on the campus of Arkansas Baptist College

Master of Divinity

Letter of Exemption from Certification – Renewal (Programs on Military Installations)
Southern Illinois University Carbondale, Carbondale, Illinois
Offering a program at the Little Rock Air Force Base

Bachelor of Science in Industrial Management and Applied Engineering

Program Decertification
DeVry University, Naperville, Illinois
Master of Science in Electrical Engineering

ITT Technical Institute, Carmel, Indiana
Offered at the Little Rock campus
Bachelor of Science in Digital Entertainment and Game Design

Vista College, Richardson, Texas
Offered at the Fort Smith campus
Diploma in Medical Insurance Billing and Coding

Program changes/additions

<u>Art Institute of Pittsburgh, Pittsburgh, Pennsylvania</u>
Bachelor of Science in Web Design and Interactive Media
Deleted the 2D/3D Authoring Track

<u>Chamberlain College of Nursing, Downers Grove, Illinois</u>
Master of Science in Nursing
Changes in Executive Specialty Track
Courses Added:

NR	531	Nursing Leadership in Healthcare Organizations
NR	532	Healthcare Operational Planning and Management
NR	533	Financial Management in Healthcare Organizations
NR	534	Healthcare Systems Management
NR	631	Nurse Executive Concluding Graduate Experience I
NR	632	Nurse Executive Concluding Graduate Experience II

Courses Deleted:

MGMT	550	Managerial Communications
HRM	587	Managing Organizational Behavior
MGMT	530	Organizational Decision Making
NR	630	Executive Practicum
NR	660	Capstone

Changes in Healthcare Policy Specialty Track
Courses Added:

| NR | 651 | Healthcare Policy Concluding Graduate Experience I |
| NR | 652 | Healthcare Policy Concluding Graduate Experience II |

Courses Deleted:

| NR | 650 | Healthcare Policy Practicum |
| NR | 660 | Capstone |

Changes in Informatics Specialty Track
Courses Added:

| NR | 642 | Nursing Informatics Concluding Graduate Experience I |
| NR | 643 | Nursing Informatics Concluding Graduate Experience II |

Courses Deleted:

| NR | 641 | Informatics Nurse Specialist Practicum II |
| NR | 660 | Capstone |

Changes in Nurse Educator Specialty Track
Courses Added:

NR	526	Advanced Pathophysiology, Health Assessment, and Pharmacology for Nurse Educators
NR	621	Nursing Education Concluding Graduate Experience I
NR	622	Nursing Education Concluding Graduate Experience I

Courses Deleted:

| NR | 522 | Instructional Methods |
| NR | 620 | Education Practicum |

NR   660   Capstone

<u>DeVry University, Naperville, Illinois</u>
Master of Science in Educational Technology
Courses Added:
EDT   525   Interactive Learning Systems
EDUC   515   Educational Research
Courses Deleted:
EDT   550   Learning Communities and the Internet
EDT   510   Mastering the Personal Computer

New Certificate
Graduate Certificate in Educational Technology
EDT   505   Introduction to Educational Technology
EDT   520   Instructional Design for Educational Technology
EDT   525   Interactive Learning Systems
EDT   530   Educational Software Selection and Use
EDT   535   Assessment and Evaluation for Technology Standards
Choose two from the following:
EDT   542   Educational Technology Integration
EDT   560   Leadership Planning in Educational Technology
EDT   570   Emerging Educational Technology
EDT   580   Introduction to Authoring Software
EDT   590   Assistive Technology for Learning
EDUC   515   Educational Research

<u>Excelsior College, Albany, New York</u>
Associate of Applied Science in Nursing and Associate of Science in Nursing
Courses Added:
NURX   108   Transition to the Professional Nurse Role
NURX   109   Foundations in Nursing Practice
NURX   209   Reproductive Health
NURX   274A   Health-to-Toe Assessment/Nursing Process
NURX   274C   Managing Multiple Patients/Working with Interdisciplinary Teams
Courses Deleted:
NURX   106   Essentials of Nursing Care: Chronicity
NURX   107   Essentials of Nursing Care: Reproductive Health
NURX   214   Transition to the Registered Professional Nurse Role-Focused Clinical C
                        Competencies

<u>Post University, Waterbury, Connecticut</u>
Bachelor of Arts in Communication and Media Studies changed to Bachelor of Arts in
Interactive Communication

<u>Strayer University, Washington, D.C.</u>
Offered by distance technology and at the Little Rock campus
Bachelor of Business Administration, Bachelor of Science in Criminal Justice, Bachelor of
   Science in Accounting, Bachelor of Science in Information Systems

Courses Added:
COM	101	Effective Communication Skills
COM	201	Oral Communications and Persuasion

<u>Syracuse University, Syracuse, New York</u>
Creative Leadership Certificate
CRL	301	Introduction to Creative Leadership
OGL	472	Organizational Leadership

Choose one from the following:
CRS	335	Leadership/Stewardship Communication
BPS	382	Leading Cooperative Negotiations

Choose one from the following:
IDS	401	What's the Big Idea?: Technology Innovation
EEE	370	Introduction to Entrepreneurship and Emerging Enterprises

Choose one from the following:
PAF	424	Conflict Resolution in Groups
LGL	322	Alternative Dispute Resolution

Data Science Certificate
IST	659	Data Administration Concepts and Database Management
IST	687	Applied Data Science

Choose three from the following:
IST	553	Information Architecture for Internet Services
IST	558	Technologies in Web Content Management
IST	565	Data Mining
IST	639	Enterprise Technologies
IST	645	Managing Information Systems Projects
IST	654	Information Systems Analysis
IST	657	Basics of Information Retrieval Systems
IST	664	Natural Language Processing
IST	677	Creating, Managing, and Preserving Digital Assets
IST	681	Metadata
IST	718	Advanced Information Analytics
IST	719	Information Visualization
IST	722	Data Warehouse
IST	736	Text Mining
IST	769	Advanced Database Administration Concepts and Database Management
IST	776	Research Methods in Information Science and Technology
IST	777	Statistical Methods in Information Science and Technology

Knowledge Management Certificate
KNM	301	Introduction to Knowledge Management
IDE	456	Computers as Critical Thinking Tools
KNM	401	Professional Issues in Knowledge Management

Choose one from the following:
IST	652	Information Analysis of Organizational Systems
ECS	203	Introduction to Technology

Choose one from the following:
    WRT   302   Advanced Writing Studio: Digital Writing
    BPS   415   Digital and Business Communications for Professional Studies

Information Security Management Certificate
    IST   623 Introduction to Information Security
Choose one from the following:
    IST   600   Selected Topics
    IST   602   Digital Forensics
    IST   625   Enterprise Risk Management
    IST   629   Organizational Information Security
    IST   728   Information Security Policy
Choose one from the following:
    IST   522   Applied Information Security
    IST   634   Security in Networked Environments
    IST   724   Database Security
    CIS   643   Computer Security
    CIS   644   Internet Security
    CIS   774   Principles of Distributed Access Control
Choose two from the following:
    IST   618   Information Policy
    IST   639   Enterprise Technologies
    IST   642   Electronic Commerce
    IST   645   Managing Information Systems Projects
    IST   656   Telecommunications and Enterprise Network Management II
    IST   659   Data Administration Concepts and Database Management
    IST   679   Electronic Commerce Technologies
    IST   690   Independent Study
    IST   971   Internship in Information Studies

Information Systems and Telecommunications Management Certificate
    IST   601   Information and Information Environments
    IST   621   Introduction to Information Management
    IST   653   Telecommunications and Enterprise Network Management I
Choose four from the following:
    IST   553   Information Architecture for Internet Services
    IST   645   Managing Information Systems Analysis
    IST   656   Telecommunications and Enterprise Network Management II
    IST   659   Data Administration Concepts and Database Management
    IST   673   Strategic Planning in an Information-Based Organization
    IST   683   Managing Information Technology-Enabled Change
    IST   775   Information Industry Strategies

Iroquois Linguistics for Language Learners Certificate
    NAT   301   Iroquois Verb Morphology
    NAT   305   Iroquois Phonetics and Phonology
    NAT   302   Iroquois Verb Morphology II
    NAT   306   Iroquois Syntax and Semantics

NAT   308   Iroquois Linguistics in Practice

<u>Wilkes University, Wilkes-Barre, Pennsylvania</u>
Adult-Gerontology Primary Care Nurse Practitioner Certificate
NSG   500   Advanced Health Assessment
NSG   530   Advanced Pathophysiology
NSG   533   Advanced Pharmacology
NSG   550   Diagnostic Reasoning for Nurse Practitioners
NSG   553   Adult Health Perspectives of Culturally Diverse, Rural, and Underserved Populations
NSG   554   Nurse Practitioners in Primary Care I
NSG   555   Nurse Practitioners in Primary Care II
NSG   506   Advanced Practice in Adult-Gerontology I
NSG   515   Advanced Practice in Adult-Gerontology II

Psychiatric/Mental Health Nurse Practitioner Certificate
NSG   500   Advanced Health Assessment
NSG   530   Advanced Pathophysiology
NSG   533   Advanced Pharmacology
NSG   526   Clinical Modalities in Advanced Psychiatric/Mental Health Nursing Practice
NSG   527   Psychopathology, Theories and Advanced Clinical Modalities
NSG   535   Advanced Practice in Psychiatric/Mental Health Nursing I
NSG   536   Advanced Practice in Psychiatric/Mental Health Nursing II
NSG   550   Diagnostic Reasoning for Nurse Practitioners
NSG   551   Mental Health Perspectives of Culturally Diverse, Rural, and Underserved Populations
NSG   553   Psychopharmacology

Nursing Education Certificate
NSG   500   Advanced Health Assessment
NSG   530   Advanced Pathophysiology
NSG   533   Advanced Pharmacology
NSG   540   The Nursing Curriculum: Development and Implementation
NSG   541   Teaching Methodologies and Strategies in Nursing
NSG   542   Evaluation in Nursing Education
NSG   544   Classroom Practicum in Nursing Education
NSG   545   Clinical Practicum in Nursing Education

Nurse Executive Certificate
NSG   500   Advanced Health Assessment
NSG   530   Advanced Pathophysiology
NSG   533   Advanced Pharmacology
NSG   560   Healthcare Operations for the Nurse Executive
NSG   561   Organizational Leadership for the Nurse Executive
NSG   562   Advanced Leadership Topics for the Nurse Executive
NSG   563   Nurse Executive Practicum I
NSG   564   Nurse Executive Practicum II

Nursing Informatics Certificate
NSG	500	Advanced Health Assessment
NSG	530	Advanced Pathophysiology
NSG	533	Advanced Pharmacology
NSG	565	Foundations of Nursing Informatics
NSG	566	Data Management in Healthcare
NSG	567	Nursing Informatics Leadership in Healthcare Systems and Project Design
NSG	568	Nursing Informatics Practicum I
NSG	569	Nursing Informatics Practicum II

LETTERS OF INTENT

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The following notifications were received through July 1, 2016.

East Arkansas Community College
Certificate of Proficiency in Equine Science
Technical Certificate in Equine Science

Henderson State University
Bachelor of Science in Education in Computer Science and Business Technology
Education

Rich Mountain Community College
Associate of Applied Science in Health Information Management and Technology

University of Arkansas, Fayetteville
Doctor of Occupational Therapy

INSTITUTIONAL CERTIFICATION ADVISORY COMMITTEE

Arcadia University, Glenside, Pennsylvania
Initial Certification – Distance Technology
Bachelor of Arts in Business Administration
Master of Education in Instructional Technology
Master of Education in Special Education
Master of Fine Arts in Creative Writing
Transitional Doctor of Physical Therapy

Allied American University, Laguna Hills, California
Initial Certification – Distance Technology
Certificate in Medical Coding
Certificate in Pharmacy Technician
Association of Applied Science in Medical Office Management
Associate of Arts in General Studies
Associate of Science in Business Administration
Associate of Science in Criminal Justice
Bachelor of Arts in General Studies
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice

American University, Washington, D.C.
Initial Certification – Distance Technology
Graduate Certificate in Non-Profit Monitoring and Evaluation

Master of Arts in Nutrition Education
Master of Arts in Public Administration
Master of Arts in Strategic Communication
Master of Arts in Teaching
Master of Arts in Teaching English as a Foreign Language

Argosy University, Orange, California
Initial Certification – Distance Technology
Associate of Science in Health Information Technology
Bachelor of Science in Business Administration
Bachelor of Science in Health Informatics Information Management
Master of Arts in Clinical Mental Health
Master of Arts in Education in Curriculum and Instruction
Master of Arts in Education in Education Administration
Master of Arts in Education in Educational Leadership
Master of Science in Accounting
Recertification – Distance Technology
Associate of Science in Information Technology
Bachelor of Science in Information Technology
Master of Arts in Education in Curriculum and Instruction (Non-Licensure)
Master of Public Health
Master of Science in Health Services Management
Master of Science in Human Services
Master of Science in Non-Profit Management
Master of Science in Management
Doctor of Education in Curriculum and Instruction (Non-Licensure)
Doctor of Education in Higher and Postsecondary Education (Non-Licensure)

Arkansas College of Health Education, Arkansas College of Osteopathic Medicine, Fort
     Smith, Arkansas
Initial Certification – Fort Smith Campus
Doctor of Osteopathy

Art Institute of Pittsburgh, Pittsburgh, Pennsylvania
Recertification – Distance Technology
Associate of Science in Digital Photography
Associate of Science in Graphic Design
Associate of Science in Kitchen and Bath Design
Associate of Science in Web Design and Interactive Media

Bay Path University, Longmeadow, Massachusetts
Initial Certification – Little Rock Campus
Food Science and Safety Certificate

Benedictine College, Atchison, Kansas
Initial Certification – Distance Technology
Bachelor of Arts in Liberal Studies

Berklee College of Music, Boston, Massachusetts
Initial Certification – Distance Technology
Bachelor of Professional Studies in Electronic Music Production and Sound Design
Bachelor of Professional Studies in Guitar
Bachelor of Professional Studies in Interdisciplinary Music Studies
Bachelor of Professional Studies in Music Business
Bachelor of Professional Studies in Music Composition for Film, TV, and Games
Bachelor of Professional Studies in Music Production
Bachelor of Professional Studies in Songwriting
Graduate Certificate in Arranging
Graduate Certificate in Arranging and Orchestration
Graduate Certificate in Artist Management
Graduate Certificate in Electronic Music Production and Sound Design
Graduate Certificate in Guitar
Graduate Certificate in Guitar and Music Production
Graduate Certificate in Music Business
Graduate Certificate in Music Business and Technology
Graduate Certificate in Music Production and Technology
Graduate Certificate in Music Production using Pro Tools
Graduate Certificate in Orchestration for Film and TV
Graduate Certificate in Songwriting
Graduate Certificate in Songwriting and Guitar
Graduate Certificate in Songwriting and Music Business
Graduate Certificate in Theory, Harmony, and Ear Training
Graduate Certificate in Writing and Producing Music

Bryant and Stratton College, Orchard Park, New York
Initial Certification – Distance Technology
Accounting Assistant Diploma
Business Assistant Diploma
Hospitality Assistant Diploma
Human and Social Services Diploma
Information Technology Diploma
Legal Office Assistant Diploma
Medical Office Assistant Diploma
Office Administrative Assistant Diploma
Associate of Applied Science in Accounting
Associate of Applied Science in Business
Associate of Applied Science in Health Services Administration
Associate of Applied Science in Health Services Assistant
Associate of Applied Science in Hospitality Management
Associate of Applied Science in Human Resource Specialist
Associate of Applied Science in Human and Social Services
Associate of Applied Science in Interactive Media Design
Associate of Applied Science in Medical Administrative Assistant
Associate of Applied Science in Medical Reimbursement and Coding
Associate of Applied Science in Mobile Applications Development
Associate of Applied Science in Networking Technology

Associate of Applied Science in Paralegal Studies
Associate of Applied Science in Security Technology

California Coast University, Santa Ana, California
Initial Certification – Distance Technology
Associate of Science in Criminal Justice
Associate of Science in Psychology
Bachelor of Science in Business Administration
Bachelor of Science in Criminal Justice
Bachelor of Science in Health Care Administration
Bachelor of Science in Management
Bachelor of Science in Psychology
Master of Business Administration
Master of Education in Curriculum Development

California University of Pennsylvania, California, Pennsylvania
Initial Certification – Distance Technology
Bachelor of Arts in Arabic Language and Cultures
Bachelor of Arts in Jurisprudence
Bachelor of Science in Sport Management Studies
Master of Arts in Social Science
Master of Business Administration in Entrepreneurship
Master of Education in Teacher Education
Master of Education in Technology Education
Master of Science in Exercise Science and Health Promotion
Master of Science in Legal Studies
Master of Science in Sport Management Studies

The Chicago School of Professional Psychology, Los Angeles, California
Initial Certification – Distance Technology
Master of Arts in Clinical Mental Health Counseling
Applied Forensic Psychology Certificate
Applied Industrial/Organizational Psychology Certificate
Child and Adolescent Psychology Certificate
Consumer Psychology Certificate
Leadership for Healthcare Professionals Certificate
Organizational Effectiveness Certificate
Workplace Diversity Certificate
Behavior Analyst Post-Master's Respecialization Certificate

Concordia College New York, Bronxville, New York
Initial Certification – Distance Technology
Master of Science in Accounting
Master of Science in Business Leadership

Concordia University Wisconsin, Mequon, Wisconsin
Initial Certification – Distance Technology
Master of Science in Education, Teaching and Learning

Master of Science in Curriculum and Instruction
Master of Science in Educational Leadership
Master of Science in Education, Counseling
Master of Science in Education, Education Administration
Master of Science in Education, Literacy
Master of Science in Education, Special Education

Cornell University, Ithaca, New York
Initial Certification – Distance Technology
Master of Engineering in Systems Engineering
Master of Professional Studies in Human Resources

DeVry University, Naperville, Illinois
Initial Certification – Distance Technology
Undergraduate Certificate in Health Information Management

Drexel University, Philadelphia, Pennsylvania
Initial Certification – Distance Technology
Master of Business Administration
Master of Science in Library and Information Science
Master of Science in Science of Instruction

Edinboro University, Edinboro, Pennsylvania
Initial Certification – Distance Technology
Master of Social Work
Master of Arts in Counseling, Art Therapy

Ellis University, Oakbrook Terrace, Illinois
Initial Certification – Distance Technology
Bachelor of Arts in Child Development

Emerson College, Boston, Massachusetts
Initial Certification – Distance Technology
Master of Arts in Communication Science Disorders
Master of Arts in Journalism
Master of Fine Arts in Popular Fiction Writing and Publication
Master of Fine Arts in Writing for Film and TV

Empire State College, Saratoga Springs, New York
Initial Certification – Distance Technology
Bachelor of Arts in Cultural Studies
Bachelor of Arts in Public Affairs
Bachelor of Arts in Social Science
Bachelor of Science in Cultural Studies
Bachelor of Science in Human Development
Bachelor of Science in Public Affairs
Bachelor of Science in Social Science
Master of Business Administration

Master of Arts in Policy Studies

<u>Evangel University, Springfield, Missouri</u>
Initial Certification – Distance Technology
Associate of Arts in General Education
Bachelor of Science in Management
Master of Education in Educational Leadership
Master of Organizational Leadership

<u>Georgetown University, Washington, D.C.</u>
Initial Certification – Distance Technology
Certificate in Project Management
Certificate in Digital Marketing
Certificate in International Business Management
Certificate in Social Media Management
Master of Professional Studies in Emergency and Disaster Management
Master of Professional Studies in Integrated Marketing Communications
Master of Professional Studies in Regulatory Affairs

<u>Independence University, Salt Lake City, Utah</u>
Initial Certification – Distance Technology
Associate of Applied Science in Business Management and Accounting
Associate of Applied Science in Graphic Arts
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Graphic Arts
Bachelor of Science in Health Services Management
Bachelor of Science in Information Design
Master of Business Administration
Master of Science in Healthcare Administration
Master of Science in Healthcare Informatics

<u>ITT Technical Institute, Carmel, Indiana</u>
Initial Certification – Little Rock Campus
Associate of Applied Science in Computer and Electronic Systems Technology
Associate of Applied Science in Computer Systems Support and Administration
Bachelor of Science in Construction Engineering Technology

<u>Medtech Institute, Orlando, Florida</u>
Initial Certification – Distance Technology
RN to Bachelor of Science in Nursing

<u>National University, La Jolla, California</u>
Initial Certification – Distance Technology
Master of Arts in Teaching

<u>The New School, New York, New York</u>
Initial Certification – Distance Technology

Master of Arts in Teaching English to Speakers of Other Languages

The Pennsylvania State University, University Park, Pennsylvania
Initial Certification – Distance Technology
Bachelor of Arts in Letters, Arts, and Sciences
Bachelor of Science in Business
Bachelor of Science in Information Sciences and Technology
Bachelor of Science in Organizational Leadership
Bachelor of Science in Psychology
Master of Business Administration
Master of Engineering Management
Master of Geographic Information Systems
Master of Professional Studies in Homeland Security-Homeland Security Base Program
Master of Public Administration

Post University, Waterbury, Connecticut
Initial Certification – Distance Technology
Bachelor of Science in International Business Administration
RN to Bachelor of Science in Nursing
Master of Education
Recertification – Distance Technology
Associate of Science in Accounting
Associate of Science in Early Childhood Education
Associate of Science in Legal Studies
Associate of Science in Management
Associate of Science in Marketing
Certificate in Forensic Accounting
Certificate in Paralegal
Bachelor of Science in Accounting
Bachelor of Science in Business Administration
Bachelor of Science in Child Studies
Bachelor of Science in Computer Information Systems
Bachelor of Science in Criminal Justice
Bachelor of Science in Human Services
Bachelor of Science in Legal Studies
Bachelor of Science in Management
Bachelor of Science in Marketing
Bachelor of Science in Psychology
Bachelor of Science in Sport Management
Master of Business Administration
Master of Public Administration
Master of Science in Human Services

Presidio Graduate School, San Francisco, California
Initial Certification – Distance Technology
Master of Business Administration in Sustainable Management
Master of Public Administration in Sustainable Management

Quinnipiac University, Hamden, Connecticut
Initial Certification – Distance Technology
Bachelor of Science in Health Science Studies
Bachelor of Science in Nursing
Master of Business Administration
Master of Science in Business Analytics
Master of Science in Instructional Design
Master of Science in Interactive Media
Master of Science in Organizational Leadership
Master of Science in Teacher Leadership
Doctor of Nursing Practice

Simmons College, Boston, Massachusetts
Initial Certification – Distance Technology
Master of Business Administration
Master of Business Administration- Health Care
Master of Public Health
Master of Science in Behavior Analysis
Master of Strategic Communications

South University, Savannah, Georgia
Initial Certification – Distance Technology
Associate of Science in Paralegal Studies
Bachelor of Science in Behavior Sciences
Bachelor of Science in Public Relations
Master of Healthcare Administration
Master of Medical Science in Anesthesia Science
Master of Science in Human Resource Management
Master of Science in Physician Assistant
Doctor of Pharmacy
Recertification – Distance Technology
Associate of Science in Accounting
Associate of Science in Business Administration
Associate of Science in Criminal Justice
Associate of Science in Information Technology
Bachelor of Science in Legal Studies
Master of Public Health
Master of Science in Information Systems and Technology
Master of Science in Leadership
RN to Master of Science in Nursing
Doctor of Business Administration
Doctor of Nurse Practice

Stevens-Henager College, Salt Lake City, Utah
Initial Certification – Distance Technology
Bachelor of Science in Computer Science

Strayer University, Washington, D.C.
Initial Certification – Distance Technology, Little Rock Campus
Associate of Arts in Acquisition and Contract Management
Associate of Arts in Business Administration
Associate of Arts in Marketing
Associate of Arts in Accounting
Associate of Arts in Information Technology
Associate of Arts in Information Systems
Recertification – Distance Technology, Little Rock Campus
Bachelor of Business Administration
Bachelor of Science in Accounting
Bachelor of Science in Information Systems
Master of Business Administration
Master of Public Administration
Master of Science in Accounting
Master of Science in Health Services Administration

Syracuse University, Syracuse, New York
Initial Certification – Distance Technology
Master of Science in Business Analytics
Master of Science in Communications Management
Master of Science in Supply Chain Management

Trident University International, Cypress, California
Initial Certification – Distance Technology
Bachelor of Science in Homeland Security
Master of Arts in Education
Master of Science in Emergency Disaster Management
Master of Science in Homeland Security
Master of Science in Information Technology Management
Doctor of Education in Educational Leadership
Doctor of Philosophy in Business Administration
Doctor of Philosophy in Educational Leadership
Doctor of Philosophy in Health Sciences

University of California Berkeley, Berkeley, California
Initial Certification – Distance Technology
Master of Information and Data Science

University of New Haven, West Haven, Connecticut
Initial Certification – Distance Technology
Bachelor of Science in Professional Studies

University of the People, Pasadena, California
Initial Certification – Distance Technology
Associate of Science in Business Administration
Associate of Science in Computer Science
Bachelor of Science in Business Administration

Bachelor of Science in Computer Science

University of Southern California, Los Angeles, California
Initial Certification – Distance Technology
Master of Science in Nursing-Family Nurse Practitioner
Master of Public Health
Doctor of Social Work

University of Wisconsin-Milwaukee, Milwaukee, Wisconsin
Initial Certification – Distance Technology
Undergraduate Certificate in Business and Technical Communications
Bachelor of Arts in Communication
Bachelor of Arts in Psychology
Bachelor of Science in Biomedical Science
Bachelor of Science in Information Technology
Graduate Certificate in Business Analytics
Graduate Certificate in Professional Writing and Communication
Master of Arts in Language, Literature, and Translation
Master of Library and Information Science
Master of Science in Administrative Leadership

Upper Iowa University, Fayette, Iowa
Initial Certification – Distance Technology
Master of Business Administration
Master of Education
Master of Public Administration
Master of Sports Administration

Utica College, Utica, New York
Initial Certification – Distance Technology
Bachelor of Science in Criminal Justice: Economic Crime Investigation
Bachelor of Science in Cybersecurity
Bachelor of Science in Nursing
Master of Business Administration
Master of Business Administration in Economic Crime and Fraud Management
Master of Professional Studies in Cyber Policy and Risk Analysis
Master of Science in Cybersecurity Intelligence, Forensics, and Cyber Operations
Master of Science in Financial Crime and Compliance Management
Master of Science in Health Care Administration
Doctorate in Physical Therapy

Webster University, St. Louis, Missouri
Initial Certification – Little Rock Metro Campus
Graduate Certificate in Cybersecurity- Threat Detection

Westminster College, Fulton, Missouri
Initial Certification – Distance Delivery
Courses:

ACC 216 Principles of Managerial Accounting
BUS 220 Fundamental Management
BUS 230 Personal Finance
BUS 250 Principles of Marketing
BUS 326 Human Resource Management
BUS 330 Advertising
CHM 105 Introduction to Chemistry
CLA 215 Mythology
CLS 100 College Learning Strategies
ECN 110 Introduction to Economics
ECN 211 Principles of Macroeconomics
ECN 300 Introduction to Health Economics
EDU 221 Educational Psychology
EDU 230 Child Growth and Development
EDU 231 Education of Exceptional Individual
EDU 385 Diversity in Education
GOG 101 Introduction to Geography
HES 240 Introduction to Global Public Health
HES 251 Introduction to Nutrition
HIS 103 History of US to 1890
HIS 200 Introduction to Museum Work
HUM 277 Spanish Civilization
MUS 205 Music in West World
NSC 305 Survey History of Science
PHL 101 Introduction to Philosophy
POL 300 National Security Law
REL 102 World Religions
SEC 300 Issues in Homeland Security
SPE/WGS 203 Interpersonal Communication
WGS 210 Introduction to Women's Studies